



Ysgol Bro Tawe Teaching & Learning Policy

Our aim at Ysgol Bro Tawe is to provide a happy, caring and supportive environment where all feel secure and know that they are valued and are given the opportunity to develop their personalities, skills and abilities to succeed and reach the highest level of personal achievement.

“The principle goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done.”

Jean Piaget

It is hoped that this document will provide a clear outline of our shared intentions for learning and teaching within our school. It reflects what we consider to be the core purpose of our school as a professional learning community.

1. A definition of Teaching and Learning at Ysgol Bro Tawe

We believe that educational provision at Ysgol Bro Tawe should be holistic with the child at the heart of any planned curriculum. It is about practitioners understanding, inspiring and challenging children’s potential for learning. Involvement in children’s play, particularly at the Foundation Phase is of vital importance when interactions involve open questioning, shared and sustained thinking.

It is our intention to provide a balance between structured learning through child-initiated activities and those directed by teachers. A well planned curriculum gives children opportunities to be creatively involved in their own learning which must build on what they already know and can do and their interests and what they understand. It is also our aim to ensure that the curriculum is flexible so that ideas can be adapted and followed. Active learning and Assessment for Learning strategies enhance and extend children’s development. We acknowledge the need to be reflective in our practice as not all teaching leads to learning.

We believe that learning and teaching is a process of co-operative team work and we welcome and encourage the involvement of parents and other members of the learning community. It is important that teachers should regularly be provided with opportunities to review, discuss, develop and improve their practice. Our policy for teaching and learning will inform all other curriculum policies and classroom practice.

This policy seeks to:

- meet the needs of pupils more effectively by offering approaches to learning and teaching and the usage of resources which are consistent across the school.
- meet the needs of staff by offering developmental opportunities aimed at the extension of teaching repertoires. It is vital that staff work collaboratively with a shared philosophy and an adherence towards a common approach.
- meet the need to retain the best features of educational practice when seeking to implement the National Curriculum and Foundation Phase.

2. Statutory Requirements

This policy sets out how we are going to meet the statutory obligations and requirements laid down to deliver the Foundation Phase and Key Stage 2 Curriculum Orders.

3. Aims of the Teaching & Learning policy

We aim to:

- encourage open and continued dialogue about teaching and learning within our school and will involve all stakeholders in this debate.
- establish an agreed range of practice in respect of teaching and learning and promote an understanding of criteria which underpin good teaching and learning.
- enable staff to identify aspects of practice which they wish to develop within the school and we will support their research.
- improve the quality of learning experiences offered to all within our school.
- recognise achievement as well as attainment.
- provide an agreed focus for monitoring and evaluating the curriculum in action.
- enable children to become confident, resourceful, enquiring and independent learners.
- develop children's self respect and encourage children to respect ideas, attitudes, values and the feelings of others.
- encourage children to become more learner focused so that all learners are included in a meaningful, relevant and motivating curriculum.
- ensure appropriate subject skill and key skill development takes place across the whole curriculum.

4. Links with Other Policy Statements

Other policies refer to related issues and should be read in conjunction with this policy statement. These include

- *Additional Learning Needs*
- *Equal Opportunities*
- *Key Skills Policy*
- *Assessment*
- *Self Evaluation*
- *Homework*
- *Performance Management*

5. The Delivery of Teaching and Learning

The Learning Environment at Ysgol Bro Tawe

The learning environment should:

- Be clean, tidy, accessible, organised, adaptable and supported with the relevant learning resources and areas of learning to meet the needs of the pupils.
- Be stimulating, interactive and promote learning, including learning through interactive displays.
- Be inclusive of all learning styles
- Enable pupils to be given progressive responsibility for organising their learning and managing their time
- Enable pupils to have access to areas which promote continuous provision, independent learning and enquiry.
- Facilitate regular and sequential opportunities for pupils to develop their ideas through independent enquiry
- Provide pupils with opportunities to be aware of the cultural, economic, environmental, historical and linguistic characteristics of Wales.
- Provide opportunities that allow pupils to recognise the need for sustainable development and global citizenship.
- Enable pupils to develop and apply the attitudes, values, skills, knowledge and understanding relating to Personal and Social Education
- Enable pupils to take increasing responsibility for the organisation and care of learning resources
- Be arranged so that available space and learning resources are used to best advantage
- Offer outdoor opportunities (as far as possible) so that outdoor space is used in a creative and profitable manner allowing the children to explore and investigate new tasks and challenges

- Facilitate both independent and co-operative work by pupils
- Reflect the curriculum being followed
- Enable pupils to use ICT as an aid to learning
- Provide opportunities to develop a range of key skills across the curriculum as identified in the Key Skills Framework and Policy
- Provide opportunities to challenge pupils
- Create opportunities for learners to develop personal qualities such as considerate behaviour, positive and tolerant attitudes that will enable them to contribute effectively in their community
- Be child initiated and be easily accessed by the children
- Be adaptable to change so that a variety of needs can be met
- Use a range of grouping arrangements to suit the learning context
- Have clear expectations of acceptable behaviour
- Create opportunities for students to enjoy themselves and have fun; this is when students learn best because their emotional state is fundamental to their learning.

6. The Extended Learning Environment

The extended learning environment should provide opportunities for pupils to:

- Involve the children in making choices about their own learning
- Learn in areas which are an extension of their classroom e.g. School Grounds, Library, Local Park
- Access areas of learning outdoors which are safe, secure and stimulating extensions of the learning environment indoors e.g. school grounds
- Experience first hand learning through visits to places of interest and visitors to school
- Work with other members of the school's community or members of the community e.g. local artists, writers in residence
- Experience at least one residential visit during their time in D5 and D6
- Experience challenge and have opportunities to extend individual talents and skills through attending the extra-curricular activities offered by school staff e.g. ICT Club, Sports Clubs, Eco-Committee, etc.
- Participate in a school and/or public performance during their time at Ysgol Bro Tawe e.g. Class Assembly, Concerts
- Participate in local sporting tournaments and cluster school events including transitional activities.

7. The Management and Coordination of Teaching and Learning

The pupil as a learner

Pupils' learning should be met through:-

- Involving the pupil as the learner and encouraging the learner to participate in assessment procedures/reviews. This will ensure that the teacher is aware of the learner's strengths and weaknesses and targets for future learning can then be negotiated jointly between the teacher and the pupil
- Providing first hand experiences for learning where possible and making good use of the extended learning environment
- Planning and implementing a wide range of teaching strategies which develop skills and understanding through a variety of activities and provide opportunities for working individually and collaboratively
- Providing opportunities for the pupils as the learner to make choices and participate fully in planning and organising their learning appropriate to their own preferred learning style
- Using appropriate adult intervention to encourage learning
- Encouraging success and recognising achievement above attainment
- Providing regular, positive feedback and oral/written comments and targets
- Engaging the learner in self-evaluation of their work
- Encouraging the pupil as the learner to practise and apply newly acquired skills, concepts and knowledge to other subject areas and to apply key skills across all curriculum areas
- Providing individual challenge through opportunities for problem solving, independent learning, research and enquiry
- Using multi-sensory approaches to learning
- Using technology e.g. interactive white boards and relevant, good quality resources as an aid to support learning

The Teacher at Ysgol Bro Tawe

The teacher should:

- Value every pupil irrespective of ability, race, gender, age or achievement
- Value the contributions made by individuals
- Recognize and value the individuality of every child
- Use ICT to good effect in class to maximize the access to high quality learning and teaching materials for the children in their care

- Be aware of the model of learning that they present to the pupils
- Show enthusiasm about what is being taught
- Provide a safe, secure, stimulating and challenging learning environment
- Have effective planning and prepare appropriate tasks for all abilities
- Be a good role model
- Raise children's awareness of teaching objectives and success criteria where appropriate
- Be clear on the skills, knowledge, concepts and attitudes which are the goals of the learning process
- Make good use of effective higher-order questioning techniques in order to promote thinking and reasoning.
- Systematically engage in focused teaching
- Design challenging and differentiated learning tasks which will suit all pupils learning styles (visual, auditory and kinesthetic)
- Engage pupils in effective collaborative group work
- Adopt an appropriate pace, monitor the effectiveness of the planned activities and maintain effective records on their plans and outcomes
- Distribute their time equitably between pupils
- Carry out regular assessment which informs future planning
- Show an awareness of schemes of work which will ensure continuity and progression
- Ensure continuity and progression within learning through sound awareness of the requirements of the Foundation Phase and Curriculum 2008
- Maintain high expectations of each pupil and encourage all pupils to reach their full potential
- Foster a collaborative ethos and recognize the rights and responsibilities of all
- Value, promote and inform the partnership between school, home, local community and partner schools and seek opportunities to work as Professional Learning Communities.
- Value the input of outside agencies
- Form positive relationships as part of a team
- Value the monitoring process and the opportunities which this provides for dialogue with colleagues and pupils
- Provide opportunities, where appropriate, for pupils to develop and apply key skills across the curriculum
- Talk regularly with children about their learning and listen to them
- Be knowledgeable about what we teach by having up to date knowledge of educational issues and current educational debate through working collaboratively with colleagues, organizing and undertaking personal, professional development

Lessons planned at Ysgol Bro Tawe should demonstrate the following characteristics:

- Learning objectives, outcomes and success criteria of the lesson are clear and are understood and shared with the pupils where appropriate
- Where appropriate, three part lesson structure is used
- Resources are well prepared, in good condition and used appropriately
- Pupils will experience a balance of activities including whole class, individual, small group and paired work
- Group size will be matched appropriately to the task and the composition of groups will vary according to the activity e.g. friendship, ability, numeracy and literacy
- During the lesson the teacher needs to be mindful of the focused teaching group where appropriate
- Appropriate pace must be maintained during the lesson and the effectiveness of the planned activities must be evaluated at the end of the lesson
- Expectations are high for behaviour and presentation (as and when needed) and successes should be recognized
- Children are given the opportunities to develop as independent learners and make decisions and choices for themselves
- Continuous assessment for learning makes the lesson flexible and responsive to the needs of the learner
- The teacher must ensure that there are opportunities for the celebration of achievement
- Differentiation throughout the lesson challenges all children and encourages creativity and reflection
- Extension activities and challenges are to be made available for those who are more able
- A positive climate is created through genuinely constructive praise, assessment feedback and rewards
- Regular feedback must be given to pupils and work should be marked, where appropriate with the pupils and in accordance to the school's marking policy
- Due attention must be given to techniques for accelerated learning e.g. availability of water to pupils; use of music; Y Wal Ddysgu and AFL strategies
- Support staff and other specialist staff are to be deployed effectively to enhance pupil achievement
- Due regard must be given to the agreed Class Rules/Charter in order to support an effective learning environment where every child feels valued
- Effective learning may take place both indoors and in the outdoor environment
- Home work is integrated into the lesson plan to consolidate or extend learning

- There must be a range of effective questioning that encourages the pupils to think things out for themselves. These must include - recall, comprehension, application and analysis.

Effective Learning at Ysgol Bro Tawe

Effective learning should be characterized such as to:

- Allow first hand experiences where possible and in response to a variety of stimuli
- Establish positive attitudes towards learning
- Engage in planned and sequential opportunities to work individually and as a member of a co-operative group
- Encourage children to ask questions and develop their own trains of thought
- Allow opportunities to investigate and research
- Allow opportunities for child initiated play, incorporating ICT
- Allow opportunities for problem solving
- Value the work of other pupils
- Enable them to make choices and plan an increasing role in planning and organizing their learning – as appropriate to their own preferred learning style.
- To practice and apply newly acquired skills, concepts and knowledge
- Acquire a sense of well being and concern for others
- Create an environment where learners feel able to make mistakes and are comfortable to learn from them, without feeling inadequate and foolish
- Provide opportunities for children to act appropriately in different situations
- Promotes a positive self image
- Allows children not to be afraid of testing ideas and asking questions
- Allows children the opportunity to give opinions, reasons and to share with and listen to others

The Area Development Teams at Ysgol Bro Tawe

Each has a variety of roles according to their job description:

- Take a lead in policy development and monitor their areas of learning.
- To expect high standards of teaching and learning in their area of learning
- Support colleagues in the implementation of their area of learning and support assessment and record keeping
- Work alongside colleagues under the terms of their job descriptions to support and enhance work in the classroom
- Monitor progress and ensure planning supports inclusion
- Take responsibility for the purchase and organization of resources for their areas of learning

- Are given opportunities to develop their expertise through professional development and disseminate as appropriate
- To keep up to date with new initiatives and strategies

Parental involvement in Teaching and Learning at Ysgol Bro Tawe

At Ysgol Bro Tawe we encourage parents and carers to play an active role in their child's education through:-

- Talking and listening to their child
- Attending parental interviews and other relevant open evenings/review meetings where appropriate
- Listening to their child read
- Supporting home/school tasks
- Supporting class topics
- Keeping up to date by logging on to the school's web site
- Communicating any issues/concerns relating to their child to the school
- Participating in the life of the school through helping in classrooms, listening to readers and assisting on trips and visits provided they have a current CRB
- Supporting social and fund raising events organized by the school and the PTA

Parents need to be made aware of the school's aims as defined in the following policy documents which will be available on the school's website or from the school office:-

- School Aims and Mission Statement
- Home/School Agreement
- School Charter
- Internet Access Policy
- Homework Policy
- Behaviour & Discipline Policy
- Anti-Bullying Policy
- ALN Policy

The role of Governors at Ysgol Bro Tawe

Our Governors:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Be involved in the discussion and decision making process with regard to all school policies

- Support the school and its staff in delivering an appropriate curriculum which meets the needs of all learners within the school
- Ensure (as applicable) that the school building and premises are best used to support successful teaching and learning
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that performance management and staff development promote good quality teaching
- Receive feedback from the monitoring of learning and teaching and to reflect on learning in terms of raising pupil attainment
- Monitor the effectiveness of the school's teaching and learning policy through the school annual review processes - Headteacher's termly report to Governors.
- Will rotate in their role as a pastoral governor and visit the school once a term on a pastoral basis

8. Recognizing Learner Achievement

Learner achievement will be recognized through our reward schemes. Parents will be kept closely informed of progress made by the learner including formal parental meetings, informal meetings in the yard or other situations as appropriate.

9. Monitoring and Evaluation

Monitoring of the curriculum will be undertaken by all teaching staff, Deputy Headteacher and Headteacher and will be monitored as part of the ongoing cycle within the school's Performance Management Cycle. They will provide support on matters relating to planning and the design of learning tasks and will also collect samples of work relating to aspects agreed at learning and teaching staff meetings. It will be done in a supportive way which reflects mutual professional respect. The aim is to encourage and share good practice, individual professional development and overall school improvement. The Headteacher and Deputy Headteacher will visit classrooms and other learning areas throughout the school to observe matters related to the learning and teaching. The Headteacher and Deputy Headteacher will discuss and support staff in the process of improving the quality of learning and teaching throughout the school. Other types of monitoring carried out will include scrutiny of work, peer observations and work carried out in the area of learning teams.

Opportunities for staff to monitor their areas of learning will be provided along with professional development opportunities which will be identified during performance reviews.

Staff need to be aware that this policy must be read in relation to all other policy documents relating to the Curriculum and Schemes of Work.

10. Continuing Professional Development

The school takes its responsibility for developing high quality teaching and learning seriously and allocates resources to support teaching and non teaching staff to develop their skills, knowledge and understanding of education. This takes part during the performance management cycle to support the aims of the school and current School Development Plan.

11. Arrangements for reviewing the policy

This policy will be reviewed regularly in conjunction with the School Development Plan. During this review, consideration will be given to its:

- Value and relevance to learning and teaching at Ysgol Bro Tawe
- Further evidence available from current educational research or school based action research
- Feedback from staff questionnaires relating to Teaching and Learning
- Views of pupils

All staff will be responsible for conducting the policy review.

Policy Date - Sept 2012

Review Date - September 2014