

Llantarnam Community Primary School

Growing and Learning Together



Teaching & Learning Policy

2019-20

Mission

The purposes of this policy are to:-

- Promote and share understanding of what makes effective teaching and learning and ensure pupil entitlement.
- Promote the progress of all pupils.
- Provide an agreed basis on which to evaluate effectiveness in teaching and learning and so inform our schools' self-evaluation processes.
- Support continuous professional development.
- Contribute to the effective delivery of performance management within each school
- Share good practice.
- Influence school development plans for improvement by informing curriculum planning and assessment.

Vision

Teaching and Learning Philosophy

Llantarnam Community Primary School a place of learning where all should have the opportunity to develop their skills and talents, to fulfil their potential and achieve excellence, irrespective of ability, disability, social background, culture or gender. We aim to produce learners who are motivated and effective, increasingly more responsible for their own learning, able to make use of the new technologies and those who will be able to learn and apply new skills effectively throughout their lives, whether in school, the workplace or at home.

ALL staff are dedicated to the nurturing and development of ALL children. We are passionate about teaching the skills, attitudes and values that will enable them to live healthy, happy and fulfilling lives, now, and in the future. Everything we do must work for our children and their learning.

Learning and teaching are processes of co-operative teamwork - the involvement of parents, governors and others in the community is welcomed and encouraged.

Expectations

We believe that children learn best when they:-

- Are happy, feel valued, respected and cared for.
- Are engaged, appropriately challenged, stimulated and extended.
- Acquire new knowledge, skills, concepts and attitudes, develop ideas and increase their understanding through real life, relevant and purposeful experiences.
- Are motivated to work to the best of their ability.
- Show interest in their learning and sustain concentration.
- Make good progress, achieve and recognise success.
- Have opportunities for practical and relevant exploration.
- When they have opportunities to collaborative.
- Make choices about their learning.
- Allowed to explore and use their creative, problem solving and critical thinking skills.
- Work through mistakes and become resilient risk takers
- Are able to work collaboratively and independently
- Understand what they are learning, how well they have learned and how they can improve.

- Are challenged appropriately and inspired.
- Are confident, feel secure and are aware of expectations.
- When their social, emotional and physical needs are met.

Excellent Teaching and Learning:-

- maintains a consistent focus on the overall **purposes** of the curriculum
- **challenges all learners** by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
- means employing a **blend of approaches** including direct teaching
- means employing a blend of approaches including those that **promote problem solving, creative and critical thinking**
- **sets tasks and selects resources** that **build on previous knowledge and experience** and engage interest
- creates **authentic contexts** for learning
- means employing **assessment for learning** principles
- includes **ranges within and across** Areas of Learning and Experience
- regularly reinforces Cross-curriculum Responsibilities, including **literacy, numeracy and digital competence**, and provides opportunities to practise them
- encourages children and young people to take increasing **responsibility** for their own learning
- supports **social and emotional development** and positive relationships
- encourages **collaboration**
- **develops learners resilience, perseverance, independence, creativity,**
- **inspires pupils to want to learn more and become life long learners**

Excellent teaching enables learners to become:-

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

The Role of Leaders

Evaluating our effectiveness

We recognise that teaching should always be evaluated in terms of its impact on pupils' learning and what makes it successful. Learning should be evaluated as effective when it secures good progress for all pupils.

Teaching and Learning can be evaluated through:-

- Identifying the sharing of good practice within school.
- Monitoring the range of teaching and learning activities.
- Review and updating of teaching and learning training.
- Evaluation of the effectiveness of any training undertaken.
- Planning.
- Assessment records and evidence.
- Classroom observation.
- Work Sampling
- Learning walks.
- Observing pupils at play.
- Assessment for learning strategies.
- Self and peer assessment.
- Data analysis.
- Moderated work.
- Staff and pupil interviews/questionnaires.
- Parent consultations.

We make effective use of the Excellence in Teaching and Leadership Framework to support our evaluations of lessons, identification of good practice, and monitoring of progress and standards.

The role of governors

Our governors support, monitor and review the school policies on 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 best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports/presentations from subject leaders, headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

The role of parents

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

- hosting parents' workshops and open mornings to explain our school strategies;
- providing parent consultation evenings for individual feedback twice a year;

- sending information to parents via blogs and web pages outlining the topics that the children will be studying during that term at school;
- sending annual reports to parents in which we explain the effort and achievement made by each child and indicate how the child can improve further;
- working with parents to show how they can support their children with homework. We suggest, for example, phonic activities, shared reading strategies, and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We encourage parents to:

- ✓ ensure that their child has the best attendance record possible;
- ✓ ensure that their child is equipped for school with the correct, named uniform and PE kit;
- ✓ inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- ✓ promote a positive attitude towards school and learning in general;

Equality Statement

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, colour, ethnic origin, sexual orientation, religion, ability, disability or any aspect of their social, cultural or familial background. Furthermore, the school community is committed to countering all forms of racial and homophobic prejudice and discrimination. All the practices and procedures detailed in this policy are designed to be inclusive and promote equal opportunities and cultural diversity

MAT Statement

At Llantarnam Community Primary School, the term 'more able and talented' encompasses an identified proportion of the total school population and is used to describe pupils who require enriched and extended opportunities across and beyond the curriculum in order to develop their abilities in one or more areas. In each class there is a group of pupils who require greater breadth and depth of learning activities than is normally provided for the usual cohort of learners. In addition, there may be a need to provide for exceptionally able pupils.

Monitoring, Evaluation and Review of the Policy

The policy will be monitored and its success evaluated by the SLT and Governing Body. A review of the effectiveness of the policy will involve all staff.

Date: September 2020

Review: July 2021