

# Trellech Primary School



*Nurture the Challenge, Inspire the Success'*

## Teaching & Learning Policy

Reviewed & updated 2020





## **Teaching and Learning Policy**

### **Aims**

The aims of this policy are to:-

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

### **Rationale**

Teaching and Learning are at the centre of school life. Teaching is the means by which we offer, and put into practice, a curriculum which is broad and balanced, meeting the current requirements of the Curriculum 2008 and Foundation Phase documents, Religious Education Agreed Syllabus, National Literacy & Numeracy Framework, Digital Competency Framework and Personal, Social and Education as well as looking forward to the implementation of Curriculum for Wales in September 2020

The school has successfully implemented its own bespoke curriculum aligned to Curriculum for Wales, using a variety of curriculum models, with the Four Purposes and the six Areas of Learning and Experience (AOLEs) at its core. This is referred to as our SMILE curriculum.

WG's (2008) vision is that all young people should have 'the opportunity to reach their full potential'. NC 2008, Foundation Phase practice, LNF, DCF and from September 2022, 'Curriculum for Wales, will provide opportunities, challenges and aims to be engaging, inspiring and motivating for all learners.

This policy outlines the good practice expected of all teachers and staff and should enable individuals to reflect upon their own strategies and style of teaching. It will also influence the way the curriculum is taught and ensure that our pupils experience a consistent approach throughout the school. This policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Trellech School provides a range of creative, rich learning experiences driven by the Four Purposes. Pupils are encouraged to be:

- Ambitious capable learners
- Enterprising, creative contributors
- Healthy, confident individuals
- Ethical informed citizens

Curriculum reform is a key feature of the school's improvement processes. In recent years we have:

- reviewed planning in light of Welsh Government recommendations and implemented changes to our curriculum aligned to curriculum transformation
- ensured a sound understanding of the pedagogical principles and devices aligned to Curriculum for Wales, with a focus on metacognition, skills acquisition, assessment for learning, creativity and pupil voice
- aligned planning to the four purposes, What Matters Statements, Descriptions of Learning and Knowledge, Skills and Experience within each AOLES
- Investigated and implemented a range of curriculum models to meet the needs our new curriculum
- continued to raise the profile of assessment for learning
- ensured that the Pedagogical Principles from Donaldson's 'Successful Futures' and the Pedagogical devices are at the heart of our planning and delivery for high quality teaching & Learning

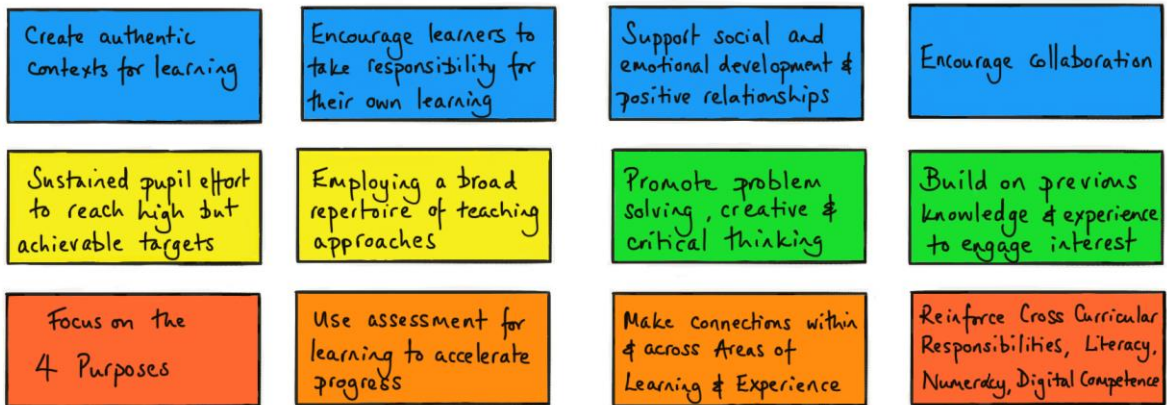
## **Pedagogical Principles**

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**DONALDSON'S 12 PEDAGOGICAL PRINCIPLES**  
& what you should do with them!

@ImpactWales





"To be clear, the recommendations of this Review do not imply an emphasis on any particular teaching approaches: decisions about teaching & learning are very context and purpose specific, and are best taken by teachers themselves." Successful Futures






For bespoke support to develop the most appropriate pedagogical and context - contact [enquiries@impact.wales](mailto:enquiries@impact.wales)

approach for your pupils  
[www.impact.wales](http://www.impact.wales)

## Pedagogical Devices

<p>4. Worked examples, clear modelling</p> 	<p>Modelling with 'teachers 'thinking aloud' as they demonstrate how to tackle a task is an important example of the cognitive support that learners' need' (Sherrington 2020). An additional strategy would be to add a 'completion problem', where learners have to solve a partly completed problem. As Sweller et al (2019) state "completion problems may be seen as a bridge between worked examples and conventional problems". Whilst this is an important feature of all teaching, it will become increasingly important where pupils are learning from a distance. A clip recorded on the learning platform for pupils to play 'on demand', for example will be helpful. The video below explains how to create a video clip <a href="https://bit.ly/31nZm6H">https://bit.ly/31nZm6H</a></p>
<p>5. Scaffolding of tasks</p> 	<p>Checklists, writing frames and anticipating errors and misconceptions will be essential features of well-planned distance learning.</p>
<p>6. Provide opportunities for learners to practice and master content before being asked to solve problems or enquire.</p> 	<p>Cognitive load theory was described by Dylan William as the 'single most important things that teachers should know' (Kirschner and Hendrick, 2020).  This theory is based on the limited ability of the working memory to code information. As we can only deal with up to '7 items' in our short term memory on any one occasion, we need to be able to draw on our long-term memory to support us with problem solving. That means that we must have 'mastery' of the knowledge and skills required before being asked to solve a problem. With increasing knowledge practice at solving problems becomes increasingly important rather than having negative effects on learning.</p>
<p>7. Opportunities to support AfL / reflection / feedback</p> 	<p>We know that providing opportunities for learners to check and reflect upon their understanding of work/tasks and providing timely feedback to move their learning forward are crucial. This is often achieved through verbal feedback or peer assessment in a classroom setting. <b>How can this be achieved when they are working online?</b> We often know where key misconceptions are likely to occur within subject areas, one way that we could pre-empt this is by providing some diagnostic questions so check on our learners understanding. In this blog Daisy Christodoulou reflects on the use of multiple-choice questions to identify learner misconceptions. <a href="https://bit.ly/3hmupp4">https://bit.ly/3hmupp4</a></p>

<p>8. Provide opportunities for peer interactions</p> 	<p>Evidence summarised above from the EEF suggests that in order to support learner progress in learning and support their wellbeing through the blend, we need to provide opportunities for learners to complete peer marking and feedback. Success will be dependent on two things: 1. Ensuring that learners clearly understand the success criteria for the task and how this relates to the method by which they are being assessed 2. Utilising a digital platform / technology that allows for these types of interaction to take place. A good example is Jamboard on Google classroom.</p>
<p>9. Weekly and monthly review (retrieval practice / practice testing)</p> 	<p>The idea/concept here is a simple one. Providing periodic opportunities for learners to review their learning will help them to retain knowledge (schema) in the long term and reduce the rate of 'forgetting'. It also helps learners to make connections to new or prior knowledge if completed in an appropriately sequenced way. This is important where learners are learning new knowledge and skills. As (Bjork and Bjork 2014) state "although massing practice (for example, cramming for exams) supports short-term performance, spacing practice (for example, distributing presentations, study attempts, or training trials) supports long-term retention" In the blend, this could be facilitated through creating a self-marking quiz, the following video explains how to do this in Google forms: <a href="https://bit.ly/31nZm6H">https://bit.ly/31nZm6H</a> This review by the Education Endowment Foundation (EEF), provides a more in depth look at the benefits and potential challenges presented by retrieval practice. <a href="https://bit.ly/2YCjrTP">https://bit.ly/2YCjrTP</a></p>
<p>10. Using enquiry</p> 	<p>Once pupils know enough in a subject area or topic, the blend offers opportunities to support enquiry. Google classroom and OneNote also provide opportunities to support collaborative enquiry. It's important to provide some scaffolds to support learners. Tom Sherrington (2020) provides the following helpful guidance to ensure that pupils have a greater chance of success with enquiries: Establish the enquiry question (provide learners with examples / models of good enquiry questions and a sense of range of knowledge or skills to cover) Teach the enquiry skills needed in advance (what maths skills, geographical skills or online research skills will pupils need?). What scaffolds / resources do pupils' need to support them (deadlines are important too)? Monitor and provide interim feedback. Collaborative online technologies like those found in Gsuite and MS365 provide great opportunities for teachers to provide real-time and personalised feedback to learners /groups during enquiry. Showcase the results. It's important that learners get the opportunity to share their learning, which will help them to deepen their understanding.</p>

Staff work collaboratively to develop medium term planning that include the Knowledge, Skills and Experience (KSE)) to be taught within each AOLE, the application of literacy and numeracy framework objectives, pupils' ideas and the four purposes. Medium term planning is then translated in to detailed short term weekly plans. This allows staff to be authentic, innovative, reflective and creative whilst ensuring necessary knowledge and experience coverage and skills progression. All staff actively engage in collaborative planning to ensure continuity and progression of skills, knowledge and experience

### Example of Weekly Planning Format

Class: Year	Term:	Week No.	Progression Step:
Week Commencing:		Topic:	
Language, Literacy and Communication (English)		Mathematics and Numeracy	
Core Purposes: Genre/Text: LNF Oracy: LNF Reading: LNF Writing: Challenge Tasks/MAT:		Core Purposes: LNF: Mental Maths: Big Maths Activities: Challenge Tasks/MAT:	
Monday		Monday	
Starter ~		Starter ~	
Main ~		Main ~	
Plenary ~		Plenary ~	
Differentiation		Differentiation	
Tuesday		Tuesday	
Starter ~		Starter ~	
Main ~		Main ~	
Plenary ~		Plenary ~	
Differentiation		Differentiation	
Wednesday		Wednesday	
Starter ~		Starter ~	
Main ~		Main ~	
Plenary ~		Plenary ~	
Differentiation		Differentiation	
Thursday		Thursday	
Starter ~		Starter ~	
Main ~		Main ~	
Plenary ~		Plenary ~	
Differentiation		Differentiation	

Friday Starter ~ Main ~ Plenary ~  Differentiation	Friday  Starter ~ Main ~ Plenary ~  Differentiation
<b>ICT Opportunities:</b>	<b>ICT Opportunities:</b>
<b>Pedagogical Strategies:</b> Advanced Organiser <i>Direct Instruction</i> <i>Building on Prior Knowledge</i> Modelling/ Worked Examples Mastery Scaffolding <i>AFL/ Reflection Feedback</i> <i>Peer Interaction</i> Review Enquiry	<b>Pedagogical Strategies:</b> Advanced Organiser <i>Direct Instruction</i> <i>Building on Prior Knowledge</i> Modelling/ Worked Examples Mastery <i>Scaffolding</i> <i>AFL/ Reflection Feedback</i> Peer Interaction Review Enquiry
<b>Evaluation</b>	<b>Evaluation</b>

Expressive Arts	Science & Technology	Health and Well Being	Health and Well Being
L.O: Four Purposes: LNF: Activity	L.O: Four Purposes: LNF: Activity	L.O: Four Purposes: LNF: Activity	L.O: Four Purposes: LNF: Activity
Evaluation:	Evaluation:	Evaluation:	Evaluation:
ICT and DCF		Language, Literacy and Communication (Welsh)	
L.O: Four Purposes: LNF: Activity	L.O: Scheme of Work / Lesson number ICT Opportunities		
Evaluation:	Evaluation:		

<p><b><u>Pedagogical Strategies in other areas:</u></b></p> <p>Advanced Organiser  Direct Instruction  Building On Prior Knowledge  Modelling/ Worked Examples  Mastery  Scaffolding  AFL/ Reflection Feedback  Peer Interaction  Review  Enquiry</p>	

Teachers share the planned curriculum skills with pupils and pupils decide on the context for the skills they will be developing. This gives pupils a sense of empowerment and helps them to engage with the learning experiences. Teachers refer to skills (either from the Literacy/Numeracy and Digital Competency frameworks or from the What Matters statements in Curriculum for Wales) and the Four Purposes continuously in lessons and pupils now use the Four Purposes to evaluate themselves as learners before, during and after their learning.

## **Effective Teaching and Learning Principles**

- Equips learners for life in its broadest sense.
- Engages with valued forms of knowledge.
- Recognises the importance of prior experience and learning.
- Requires the teacher to differentiate and scaffold learning to meet the needs of all learners
- Needs assessment to be congruent with learning.
- Promotes the active engagement of the learner.
- Recognises young children learn best through a range of quality experiences.
- Fosters both individual and social processes and outcomes.
- Recognises the significance of informal learning.
- Depends on the teacher engaging fully with Continuous Professional Development and research-based inquiry.
- Demands consistent policy frameworks with support for teaching and learning as their primary focus.

## **Teaching and Learning Philosophy**



Our school is a place of learning where everyone has the opportunity to develop their skills and talents, to reach 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 to learn and apply new skills effectively throughout their lives, whether in school, the workplace or at home.

## **Trellech Primary School Core Purpose**

**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 and the involvement of parents, governors and others in the community is welcomed and encouraged.

## **Trellech Primary School '5-a-Day' Culture and SMILE curriculum**

1. **Smile**

Make a difference every day – make someone smile!

2. **Modelled Behaviour**

We learn from everything we experience. Be sure to model the very best that you can be.

3. **Inspiration**

Give everyone the opportunity to achieve their own potential. Discover their talents and help them to grow and flourish.

4. **Listening**

Demonstrate respect by listening to and valuing other's opinions

5. **Expectation**

High Expectations = High Standards

Consistently challenge and improve teaching and learning

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In addition to our Core Purpose and 5-a-day culture, the school community is encouraged to consider our **THINK** philosophy

**T** – is it true?

**H** – is it helpful?

**I** – is it inspirational?

**N** – is it necessary?

K is it kind?

when addressing others and also to collaborate on the school's agreed values. This includes our Values Tree, where pupils have agreed values that we all aspire to demonstrate daily.

## Effective Pedagogy for Pupils

For teaching and learning to be successful and motivating for teachers and learners alike, it should promote: -

- A focus on developing authentic learning rather than merely transferring information and facts.
- Collaborative learning where learners learn from each other in pairs and small groups.
- Active and interactive learning – use of a variety of resources that allow all pupils to participate.
- Develop thinking, especially questioning, planning, problem solving, creative and critical thinking skills.
- Determining success criteria so that learners are aware of what they can do, what they need to do to improve and how to do it.
- Reflection of what has been learned and how the learning has occurred.
- Assessment for learning strategies that focuses on next steps.
- Opportunities to experience authentic learning from the local and wider community.

We believe that children learn best when they: -

- Are happy, feel valued, respected, and cared for.
- Are engaged, appropriately challenged, stimulated, and extended.
- Are motivated to work to the best of their ability.
- Show interest in their learning and sustain concentration.
- Make substantial progress and achieve success.
- Develop independent learning strategies.
- Understand what they are doing, how well they have done and how they can improve.
- Are given tasks which initially match and then extend their ability.
- Are confident, feel secure and are aware of expectations.

All pupils are entitled to: -

- High quality teaching
- Effective and useful feedback on their progress.
- Clear and helpful targets for improvement.
- Advice and support.

In our teaching we enable children to: -

- Develop lively, enquiring minds to continually question and investigate
- Acquire knowledge and skills relevant to adult life.
- Be responsible for their own actions.
- Be aware of their effect on others.
- Respect the rights of others as being equal to their own.
- Understand and respect religious, moral and ethical values.

## **Effective Teaching and Learning**

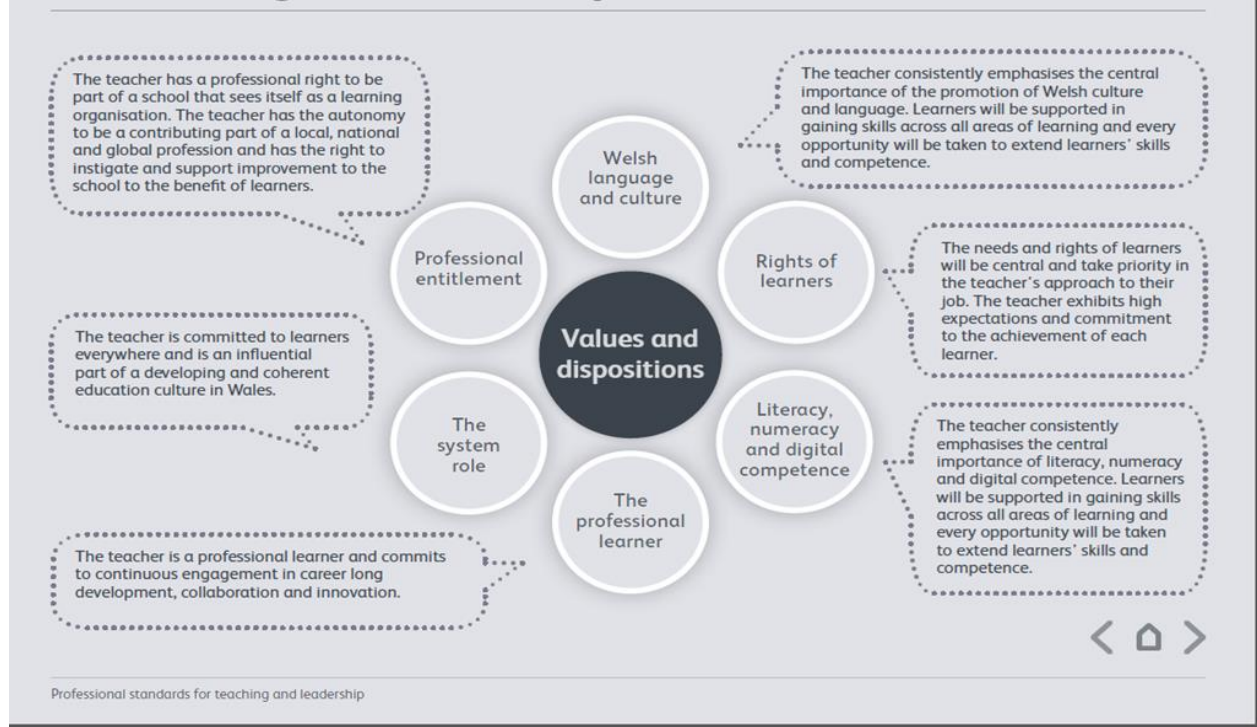
We recognise that teaching is most effective when teachers: -

- Demonstrate and model good knowledge skills and understanding when presenting and delivering sessions/topics.
- Challenge and inspire pupils.
- Use methods, approaches and styles which enable all pupils to learn effectively.
- Manage pupils well and secure high standards of behaviour.
- Use time, support staff and other resources effectively.
- Assess pupils' learning thoroughly and use assessments to help and develop pupils' progress.
- Set targets with pupils not for pupils
- Use assessment evidence to plan effectively, setting appropriate objectives that pupils understand and share success criteria.
- Use home/school liaison effectively to reinforce and/or extend what is learnt in school.

All teachers are entitled to: -

- A working environment where the values and the dispositions of the Professional Teaching & Leadership Standards are central to the school's culture

## Overarching values and dispositions



- Regular evaluation of their work.
- Feedback on their effectiveness.
- Professional development opportunities which support their continuing effectiveness and the needs of the school and the community
- Regular opportunities for consultation and feedback on core school priorities through meeting, Performance Management, school policies and procedures

Teachers need to arrange time to observe, assess, reflect and review achievements with each child on a regular basis. The child should be involved in this process by the encouragement of self-appraisal, target setting. Assessment is an integral part of the teaching and learning process.

## Our Learning Environment

Children learn best when they feel happy, secure, confident and valued. There will be evidence in the classroom of: -

- Familiar routines.
- Praise and respect for others and our environment.
- Talking and listening to adults and each other.
- Increasing independence and responsibility.

- Enthusiastic, creative, and self-motivated pupils learning.
- Positive attitudes towards taking risks in their learning.
- Challenge and high expectations for all learners
- Teaching adapted for a range of learning styles.
- Effective deployment of teaching assistants supports effective teaching and learning for all
- Resources which reflect a variety of cultures, beliefs, and religions.

Children learn best when their surroundings are natural, inviting & interesting. There will be evidence in the classroom of: -

- Displays reflecting the range of AOLEs in ways that are accessible to all
- Children's work being valued and celebrated
- Interactive, attractive displays where the children's work is the focus and not the display board
- Opportunities to be imaginative and creative.
- Wide variety of activities and extension tasks.
- Well-resourced and clearly defined working areas within each classroom
- Development of active listening skills.
- Opportunities for reflection and concentration

Children learn best when they can work collaboratively as well as independently: There will be evidence in the classroom of: -

- Individual and collaborative work time allowed for children to consolidate and extend their own learning.
- Flexible groupings related to the task in hand – mixed, set, ability, peer grouping, preferred learning style.
- Child led learning.
- Tasks which promote problem solving, creative and critical thinking skills
- Opportunities for practical activities reflected across the curriculum.

Children learn best when they know what is expected of them and work is matched to individual needs: There will be evidence in the classroom of: -

- Clear instructions and focused learning and skills targets.
- Teachers checking children's understanding through continuous assessment
- The school's expectations and consequences clearly displayed in a way relevant to their age and level of understanding.
- Boundaries for behaviour and mutual respect
- Work planned for different abilities and learning styles...
- A range of appropriate, accessible resources.
- Accessible learning areas which reflect a range of abilities.
- Children engaged and on task.

## **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.

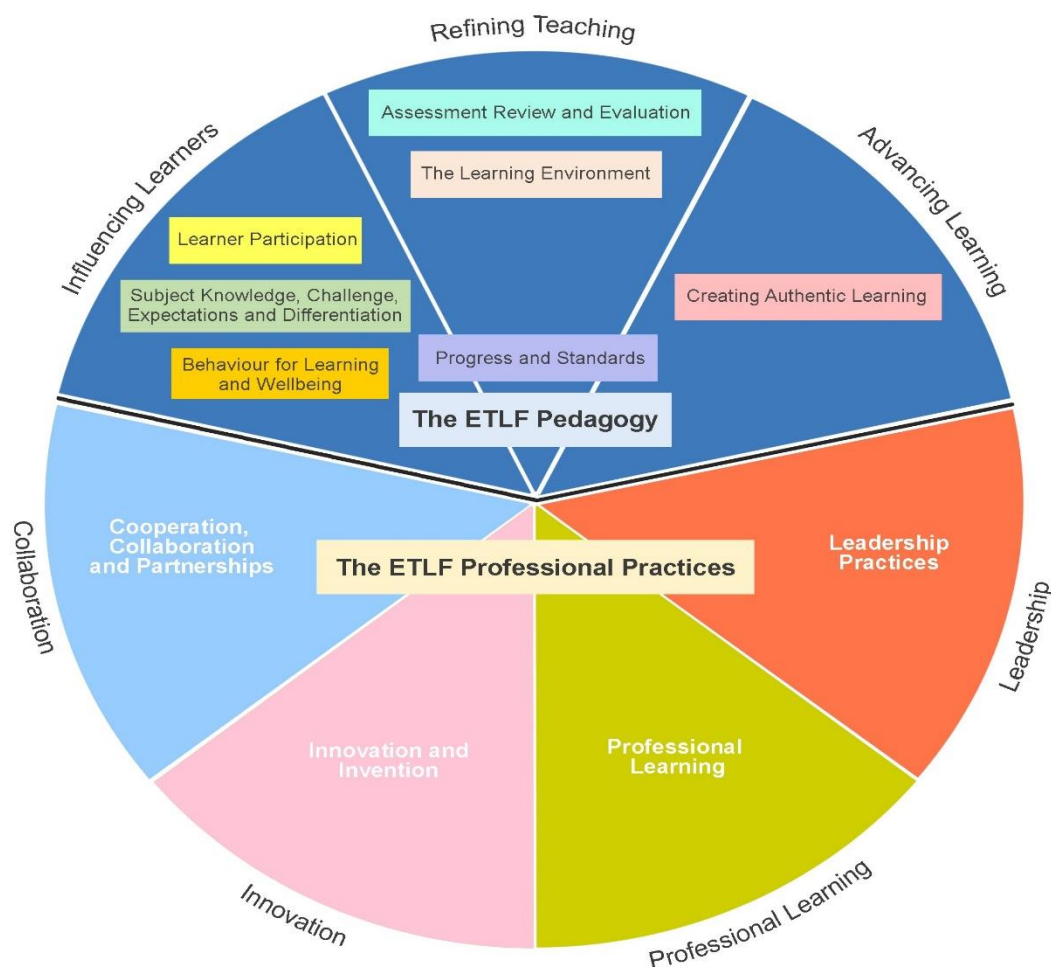
Teaching and Learning can be evaluated through: -

- Identifying the sharing of good practice within school.
- Monitoring the range of teaching and learning activities.
- Review and updating pedagogy through Professional Learning Journeys
- Evaluation of the effectiveness of any training undertaken.
- Assessment records and evidence.
- Monitoring cycle including Classroom observations, Work Sampling, learning walks, planning Listening to Learners
- Continuous observation of pupils in all aspects of their learning and experience
- Use of a range of AFL strategies including self and peer assessment.
- Data analysis.
- Moderated & Standardised work scrutiny
- Staff, pupil, and parent interviews/questionnaires/consultations.

## **The Excellence in Teaching and Leadership Framework**

We make extensive use of the **Excellence in Teaching and Leadership Framework** (ETLF) to evaluate teaching & learning, identify of good practice, and monitor progress and standards through a robust monitoring and evaluation cycle (MER).

The ETLF enable our monitoring and evaluation Teaching & learning to align to Curriculum for Wales and the **Professional Standards for Teaching and Leadership through** the three main areas of pedagogy (Advancing Learning, Refining teaching and Influencing Learners) and the professional practices of Collaboration, Innovation, Professional Learning and Leadership. All teaching staff use the online toolkit within the ETLF to self-assess against the Professional Standards for both teaching & leadership.



## **The role of governors**

Our governors support, monitor and review the school policies on Teaching and Learning. 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 newsletters and identified online platforms outlining work that the children have been carrying out and what is coming up
- 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.
- Providing helpful guides to support home learning
- Ensuring all pupils have access to Hwb and parents understand how to log their child on and access Google classroom and J2 package

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 and to understand the importance of high attendance
- ✓ 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, religion, ability, disability or any aspect of their social/cultural background. Furthermore, the school community is committed to countering all forms of racial 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**

In Trellech, '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 Trellech there will be 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. Where this occurs, there will be an Individual Development Plan created.

## **Monitoring, Evaluation and Review of the Policy**

The policy will be monitored, and its success evaluated by the Senior Leadership Team, the staff and the Governing Body. A review of the effectiveness of the policy will be carried out involving all staff.



**Headteacher:**

**Date:**

**Chair of Governors:**

**Date**

Review Date: February 2020