



Ysgol Bryn Gwalia



Teaching & Learning Policy

Last Review Date	July 2022
Date to be reviewed by Senior Management Team	July 2025
Date Adopted by Governing Body	July 2022
Head Teacher – Mrs Lorraine Dalton	
Chair of Governors – Mrs Janiene Davies	



Introduction

At Ysgol Bryn Gwalia we believe in the concept of lifelong learning and the idea that both adults and pupils learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that appropriate teaching and learning experiences help pupils to lead happy and rewarding lives.

Aims and Objectives

We aim to provide a rich and varied learning environment that allows all pupils to develop their skills and abilities to their full potential, irrespective of socio-economic background, ethnicity, gender or creed.

Through our teaching we aim to:

- enable pupils to become confident, resourceful, enquiring, independent and reflective learners;
- foster pupils' self-esteem and help them build positive relationships with other people;
- develop pupils' self-respect and encourage pupils to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable pupils to understand their community and help them feel valued as part of this community;
- enable pupils to grow into reliable, independent and positive citizens.

Effective Teaching and Learning

Personalised learning is at the heart of effective teaching and learning. At Ysgol Bryn Gwalia we recognise the need to develop strategies that will allow all pupils to learn in ways that best suit them so that they may fulfil their potential.

Many learning opportunities are made available to the pupils that take account of visual, auditory and kinaesthetic learning styles.

Such opportunities include:

- investigation and problem solving;
- research and finding out;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- a range of experiences - fieldwork and visits to places of educational interest;
- visitors
- creative activities;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity
- outside classroom/environment

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. (Assessment for Learning)

Effective learning and teaching is characterised by the following features:

- High quality learning and teaching
- Target setting and tracking
- Focused assessment
- Intervention
- Pupil grouping
- The learning environment
- Curriculum organisation
- The extended curriculum
- Supporting pupils' wider needs

Quality Teaching and Learning

This is characterised by:

- Highly focused lesson design with sharp objectives.
- High expectations of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk individually and
- in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Praise and encouragement to motivate pupils further.

Target Setting and Tracking

Individual pupils' progress is comprehensively tracked, together with that of cohorts and specific groups throughout the school. We use a range of performance measures including teacher assessment, standardised assessment, wellbeing data and data around pupil potential. Strengths and areas for development are identified to inform planning and to implement intervention programmes as appropriate. Data is collected on a regular basis and is shared with the staff and pupils.

Target setting is pupil centred. Parents/carers receive regular updates on their child's progress so that they can provide support/encouragement as appropriate.

Focussed assessment

Secure knowledge of each pupil's current progress is a core element of learning and teaching at Ysgol Bryn Gwalia. Lesson planning is based on prior learning and throughout the learning process, formative assessment is required to ensure that the expected rate of progress is being made.

Fundamental to our formative assessment procedures is Assessment for Learning (AfL). A range of AfL strategies are used in the classroom:-

- Learning intentions are made explicit and shared with the pupils.
- Success criteria are agreed by the pupils and teacher.
- Teacher, self and peer assessment is used against the success criteria.
- Pupils are engaged in their learning and receive immediate feedback on their progress.
- Summative assessment opportunities are used to support teaching and learning and can include standardised tests in mathematics (procedural and reasoning), writing, spelling and reading and Nursery and Reception Baseline.
- Regular continuous assessment is central to teaching and learning practice.

Intervention

It is expected that nearly all pupils at Ysgol Bryn Gwalia will make at least the expected rate of progress through high quality, class based teaching. However, for some pupils this approach may not be sufficient and these pupils, at various stages, may benefit from additional intervention programmes to enable them to make the progress required to achieve their full potential.

Central to the effective planning of an intervention programme is the knowledge the teacher has of a particular pupil or groups of pupils. When considering pupils for intervention programmes, a wide range of assessment and wellbeing evidence is drawn upon to support judgements made about pupil progress.

Pupil grouping

All classes are mixed ability. In order to meet the learning intentions, Additional Learning Needs and provide appropriate challenge and support for all pupils, teachers use a range of grouping options across the year group and within their classes:

- skills based grouping (guided reading)
- paired work (talking partners) to facilitate discussion
- individual work
- pupil choice
- whole class groups

The Learning Environment

Our classrooms are attractive learning environments. Displays ensure that the classroom reflects the work studied by the pupils. We ensure that all pupils have the opportunity to display their work at some time during the year. Highly visual and interactive displays, for example, 'Working Walls', are used to engage pupils and encourage self-help strategies.

All classrooms are well resourced facilitating a wide range of different teaching and learning activities. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the pupils.

Creative use of internal space has provided areas for small group intervention work or individual work and increasingly, external spaces are being used to provide the 'outdoor classroom'. In the Foundation Phase, the learning environment is designed to encourage Foundation Phase pupils to move freely between areas, both inside and outside.

Curriculum Organisation

We use the National Curriculum, Foundation Phase Framework, Digital Competence Framework and Literacy and Numeracy Framework to guide our teaching. This sets out the aims and objectives and detail what is to be taught across the school. Our medium and short term lesson plans contain detailed information about the teaching activities and tasks to be set, the resources needed, and the type of assessment to be used. As the Curriculum for Wales becomes statutory (From September 2022) teachers are increasing planning to meet the Statements of What Matters against each Area of Learning and Experience.

In personalising the curriculum, we aim to find appropriate challenges for pupils and address their particular needs so that they may all have an equal opportunity to succeed.

We aim to cater for the needs and interests of a full range of learners including:

- the more able and talented
- pupils with Additional Learning Needs and disabilities
- pupils with English as an additional language
- girls and boys
- Looked After Children
- pupils with social, emotional and behavioural difficulties
- pupils in receipt of free school meals

The Extended Curriculum

Helping pupils to discover and/or develop new interests is essential to personalised learning at Ysgol Bryn Gwalia. During the school year a range of activities are organised to enhance the curriculum:-

- Residential stays
- Clubs
- Visits
- Visitors

We ensure that all tasks and activities that the pupils do are safe. When we plan to take pupils out of school, we first inform parents/guardians/carers and obtain their permission. In so doing, we follow the Local Authority guidance on Off-Site visits and volunteers.

Supporting Pupils' Wider Needs

Schools that are able to identify barriers to learning beyond the classroom and address them are in a strong position to provide personalised learning for individual pupils. At Ysgol Bryn Gwalia we aim to establish good relationships with all our families and to provide a climate open to dialogue. Within school we can offer advice and support through our external agencies, for example:

- School nurse
- Speech and language therapy
- Educational Psychology
- School-based counselling service
- Police
- Fire

The Role of the Governing Body

Our Governing Body determine, support, monitor and review the school policies on learning and teaching. In particular they:-

- support the use of appropriate teaching strategies by helping to allocate resources effectively
- ensure that the school buildings and premises promote successful learning and teaching
- ensure that high quality staff are appointed
- monitor how effective learning and teaching strategies are in terms of raising pupil attainment through link visits to the school and in consultation with subject leaders
- ensure that staff development and performance management policies promote good quality learning and teaching
- monitor the effectiveness of the school's learning and teaching policies through the school self-review processes. These include reports from subject leaders and the headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

The Role of the School

We believe that parents/carers have a fundamental role to play in helping pupils to learn. We inform parents/ carers about what and how their pupils are learning by:

- holding curriculum walks to explain our school strategies for learning and teaching for prospective parents/guardians/carers;
- sending information to parents/guardians/carers at the start of each term in which we outline the curriculum that the pupils will be studying during that term at school;
- sending annual reports to parents/guardians/carers in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents/guardians/carers how they can support their pupils with homework.
- holding open evenings and parents/guardians/carers' evenings which provide an opportunity to discuss progress pupils are making.

The Role of the Parent/Carer

We believe that parents/carers, as their child's primary educator, have the responsibility to support their pupils and the school in implementing school policies. Parents/carers have a responsibility to:-

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- ensure that their child is supported with homework activities which consolidate learning
- inform us of their child's interests and capabilities
- 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;
- fulfil the requirements set out in the home/school agreement.

The Role of the Pupil

We believe that the child has a responsibility to:

- participate as fully as possible in the learning opportunities and help other pupils to do the same
- work hard and try his/her best
- behave appropriately in school according to the school's rules
- be polite and helpful to other pupils and adults in school
- come to school regularly and be on time
- talk at home about what he/she has learnt at school
- take good care of the school environment
- do the homework to the best of their ability and bring it back to school
- wear the correct school uniform
- tell the teacher or an adult at home if he/she finds the work difficult

Evaluation & Review

This policy will be reviewed by the Senior Management Team and Governing Body and adopted by the Governing Body as per the schedule on the front page.