

CRYNALLT PRIMARY SCHOOL

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Teaching and Learning Policy

Chair of Governors: Dr Kim Jenkins

Signed: 



Teaching and Learning Policy

Introduction

At Crynallt Primary School we believe that pupils learn best in a secure and stimulating environment. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be experiential and fun. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary for them to reach their full potential. We aim to enable our pupils to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and objectives

At Crynallt Primary School we aim to:

- teach pupils about their rights and responsibilities, according to the UN Convention for Children's Rights;
- enable children to become creative, confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children 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 children to understand their community and help them feel valued as part of this community;
- ensure that children grow into reliable, independent and positive citizens;
- encourage and develop the individual talents and interests that our pupils may have;
- develop an interest in learning that continues as our pupils move through the education system and into adulthood;
- to develop pupils' physical ability

Effective learning

We understand that pupils learn in different ways and, as professionals, work to ensure that the needs of all our learners are met. Teachers plan for a range of different lessons which incorporate different learning styles and ability levels.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer;

- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

We encourage children 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.

Effective teaching

- When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use a topic based approach that is flexible enough to allow pupils to develop their own interests, whilst being structured enough to ensure a broad and balanced curriculum. We place a great emphasis on the development of key skills, critical thinking and pupil self evaluation as vital tools for raising standards. Teachers plan collaboratively on a termly basis with regular meetings between each key stage to ensure consistency in standards and to share good practise.
- Rich tasks are a key element of learning at Crynallt Primary School. These may take place over a day, a few days, a week or longer. These tasks provide pupils with an opportunity to apply their knowledge and skills independently over a range of real life experiences. Examples include designing and marketing chocolate bars, organising a party, presenting to members of the Welsh Government and design activities.
- Lessons are planned with clear learning objectives in mind and these are shared with pupils, as are the success criteria for each task. We take these objectives from our skills lists which are linked to the National Curriculum Wales 2008. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate work weekly so that we can modify and improve our teaching in the future.
- We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children, and we believe that their learning here, at Crynallt Primary School, is of the highest possible standard.
- We set pupil targets for the children where appropriate in each academic year and we share these targets with children and their parents. In most cases pupils are encouraged to reflect on their own learning and to become 'partners' in target setting for improvement.
- Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to behaviour and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.
- We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. Risk assessments are undertaken when pupils are taken off site.
- We deploy teaching assistants (TAs) and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. TAs

also lead a range of learning interventions. Our adult helpers also assist with the preparation and storage of classroom equipment.

- Our classrooms are attractive learning environments. We ensure that displays contain a range of pupils' work and material to develop learning. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to literacy and numeracy. 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 children.
- All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
- Most importantly, at Crynallt Primary School, we work as a team. We share good practice and ideas and support all members of the school community. This ensures that all our pupils have access to a well planned and effective education, which develops them as individuals and ensures that they all reach their full potential. We conduct all our teaching in an atmosphere of trust and respect for all.

The role of governors

Our governors determine, 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 from subject leaders and the annual headteacher's report 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:

- write on a termly basis to parents explaining the work pupils will be covering over the term and suggesting activities that they can undertake at home to support their children;
- holding parents' meetings to explain our school strategies for teaching particular aspects of the curriculum. For example: literacy, numeracy, outdoor play, Open School and reading;
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, 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 uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- 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.

Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. Therefore, this policy will be reviewed annually.

