

Ysgol Carreg Hir

Learning and Teaching Policy

RATIONALE

The development of effective teaching and learning is a fundamental aspect of school improvement and is dependent on partnerships between learners, school staff, professionals, parents and others in the community. At Ysgol Carreg Hir we believe in the concept that learning should be a rewarding experience for everyone, where each pupil is able to achieve their potential. Through our teaching we can equip our learners with the skills, knowledge and understanding that will enable them to become enthusiastic and motivated independent learners of the future.

AIMS AND OBJECTIVES

The Learning and Teaching policy is intended to promote consistency and high standards and the achievement of the school aims. At Ysgol Carreg Hir we aim to provide a happy, caring, supportive and stimulating environment with high quality teaching through which to foster:

- o A positive approach to learning;
- o Independent learners who are confident, flexible and able to co-operate with others;
- o Learners with high expectations and aspirations to succeed;
- o Learners who are challenged and stimulated;
- o A personalised approach to learning so that all learners' individual needs are addressed.

EFFECTIVE TEACHING

a) Planning and Preparation

Teachers should plan lessons:

- o Which allow pupils to progress in their learning;
- o Where the learning objectives are stated clearly;
- o Where there is a link with prior learning;
- o Where the success criteria are clearly communicated to the pupils;
- o Where pupils are given opportunities to use and practise what they are learning;
- o Which use plenaries to summarise learning, and to help pupils to understand how to improve;
- o Which are differentiated for varying needs by task, resources, outcomes and/or method; which use stimulating resources including the use of ICT and e-learning;
- o Which provide pace and challenge for all pupils;
- o Which use effective questioning to direct and challenge pupils;

- o Which incorporate the school's Literacy, Numeracy and DCF Policies;
- o Which are engaging, enjoyable and interesting;
- o Which inspire and motivate pupils.

b) Teaching strategies

Teachers should use teaching strategies which:

- o Create opportunities for pupils to learn in their preferred learning style and to develop their ability to learn in the other learning styles;
- o Allow pupils to work both independently and cooperatively and enable them to contribute to one another's learning;
- o Monitor and evaluate pupils' progress throughout the lesson;
- o Enable pupils to evaluate and assess their own and each other's learning;
- o Use positive behaviour management and encouragement for pupils to achieve, including praise and rewards according to school policy;
- o Deliver topics which are relevant and purposeful to pupils and build on knowledge of the local area.

EFFECTIVE LEARNING

Effective learning takes place when students:

- o Understand what they are learning and why;
- o Know how to learn, including questioning and thinking skills, using methods and resources;
- o Know how to improve their work;
- o Have the appropriate attitude needed in the classroom, including respect, interest, responsibility and response to challenge;
- o Understand how to work independently, without close supervision and how to work cooperatively;
- o Recognise the skills they need to develop, including enquiry, thinking, research, analysis and reflection. Co-operate with classroom rules, routines and expectations for behaviour;
- o Have their needs catered for;
- o Enjoy a positive relationship with the teacher and with their peers;

- o Are engaged and on task;
- o Feel happy, comfortable and secure;
- o Are in the best physical and emotional state; and
- o Enjoy what and how they are learning.

Assessment For Learning

Effective assessment for learning is crucial for identifying where children are in their learning and taking them to the next step.

A range of AFL strategies are used throughout the school to support the teaching and learning:

- o WALTs are used for every lesson
- o Self and Peer marking from Year 4 in a writing success criteria
- o Self-assessment for all work from Year 4 with a smiley face or comment
- o Peer marking
- o Pupil voice
- o Rich task evaluations

MONITORING AND EVALUATION OF TEACHING AND LEARNING

Teaching and Learning are monitored and evaluated in a number of ways:

- o Performance Management meetings with the Team Leaders (SLT).
- o Team leaders observe each member of their team once a year as part of the Performance Management process.
- o Formal and informal discussions
- o Termly Learning walks

- o The Scrutiny of Work, monitors the quality of marking of pupils' work and of the feedback given and the standard of recorded work.
- o Listening to Learners gives pupils the opportunity to feed back on the quality of teaching and learning they receive.
- o Key Phase meetings
- o Parents' evenings

- o Attainment data
- o Estyn

The processes described above contribute to:

- o Raising achievement and school improvement;
- o Improved classroom teaching and learning;
- o Identification of the professional development needs of teachers;
- o Recognition of future development needs; and
- o The continued success of the school.

RESPONSIBILITIES

The Head Teacher

The Head Teacher is responsible for monitoring the performance of all staff and ensuring that there are appropriate resources to ensure excellent Teaching and Learning within the school.

This can be achieved by:

- o Ensuring that strategies are in place to implement and promote the policy throughout the school;
- o Implementing arrangements for the regular monitoring and review of the policy;
- o Providing the administrative support, training and time that will allow teachers to teach and the pupils to learn;
- o Ensuring that all staff are appropriately trained and are competent to teach the programmes of study in which they are directed to participate;
- o Reporting annually to the governing body on the progress of the policy;
- o Promoting learning to parents and pupils;
- o Promoting whole school approaches that encourage enthusiasm for learning and continued improvement among both pupils and staff;
- o Leading by example in his/her commitment to effective teaching and learning;
- o Ensuring that the organisation of the school day and year support good teaching and learning;
- o Ensuring that a system is in place to disseminate good practice across the school; and
- o Supporting staff in their dealings with pupils who are having a negative influence upon the

teaching and learning of others

Senior Leadership Team

The SLT sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They have regard for the Teaching and Learning policy when making decisions about implementing, monitoring and evaluating all areas of the curriculum.

This can be achieved by:

- o Keeping the Head teacher informed as to the progress of the policy;
- o Ensuring that teaching and learning can take place within a safe and stimulating environment;
- o Supporting staff in their dealings with pupils who are disrupting the learning of others;
- o Observing staff as part of the school's monitoring and evaluation policy; and
- o Advising the Head on any strategies that could be initiated or improved.

Classroom Teachers

Classroom teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional development.

This can be achieved by:

- o Self-evaluation of their subject knowledge and understanding of educational initiatives;
- o Self-evaluation of the quality and effectiveness of their own teaching and their classroom management;
- o Monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally;
- o Working with support staff in the classroom to ensure that all pupils can access their teaching;
- o Self-evaluation of their contribution to the policies and aspirations of the school; and
- o Sharing in the consultation and trial of new initiatives and strategies and implementing these as directed by SLT.

Parents

Parents are responsible for ensuring that their children attend school regularly. They can help their children to progress by supporting them in their learning.

This can be achieved by:

- o Ensuring their child attends school regularly;
- o Ensuring that they have the appropriate environment and resources to complete their work at home;
- o Encouraging their children to follow the school rules; and
- o Attending Parents' Evenings.
- o Taking an interest in their children's learning;

Pupils

Learners are responsible for ensuring that they are prepared to follow the instructions of their teacher and carry out work to the best of their ability.

This can be achieved by:

- o Taking responsibility for their own learning, assessing their own progress and working with the teacher to set targets for improvement;
- o Completing their homework
- o Ensuring that they follow the school rules and do not disrupt the learning of others.

Governors

It is the responsibility of the Governing Body to approve, monitor and review this policy.

This can be achieved by:

- o Attending, supporting and challenging Autumn core visits
- o Monitoring the policy in terms of results and value added
- o Monitoring the comments of inspectors, parents, staff and Head Teacher.

Teaching Assistants

The primary responsibility of a Teaching Assistants is to support learners with all aspects of school life

This can be achieved by:

- o Supporting individuals with difficulties and groups of learners
- o Ensuring effective discipline; and

- o Liaising with the ALNCO and contributing information at Review meetings.