



TEACHING AND LEARNING POLICY

Teaching and Learning Policy

Rationale

This school is a learning organisation where learning is the business of everyone.

We hold to the five standards and follow the twelve pedagogical principles of the curriculum for Wales.

All teaching and learning has the four purposes at its heart and is underpinned by the school's Vision and Christian values.

[Professional standards - Hwb \(gov.wales\)](#) [Implementation and practical considerations - Hwb \(gov.wales\)](#)

Our aim is to have maximum impact on our pupils' achievement in every lesson, every day. We wish to produce ambitious, capable learners who regularly review their own learning, understand their progress and are involved in setting their own learning targets.

We want to create enterprising, creative contributors, ready to play a full part in life and work and who are ethically, informed citizens of Wales and the world.

Ysgol Penrhyn Dewi VA wants all pupils to be healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Aims of Policy

- To provide clear guidelines on the school's approach to teaching and learning.
- To support good and excellent teaching and learning as standard across all subject areas.
- To support quality assurance of teaching and learning across the school.
- To embed a system with expectations for learning which are clear to pupils, staff and parents.

Core principles

The principles of Teaching and Learning which guide the work of the school:

- Enable our learners to develop towards the four purposes of the new curriculum – the starting point and aspiration for every child and young person in Wales.
- **Ambitious, Capable learners** who are ready to learn throughout their lives.
- **Enterprising, creative contributors** who are ready to play a full part in life and work.
- **Ethical, informed citizens** who are ready to be citizens of Wales and the world.
- **Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.
- To have high expectations of all pupils and staff
- To establish a culture of excellence and faith in both work and behaviour

- To foster an inspiring and productive learning environment that enables all pupils to achieve their best.
- To develop literacy, numeracy and digital competency skills progressively across the curriculum.
- To develop integral skills of: **Creativity and innovation, Critical thinking and problem-solving, Personal effectiveness and planning and organising across the Curriculum**
- To encourage independent learning
- To use a range of evidence based teaching strategies and techniques in order to inspire and engage learners of all abilities.

Teaching

- Teachers will have good up to date subject knowledge and high expectations of all their pupils.
- Teachers will use research to inform and improve their own practice.
- Lessons will be planned effectively and in detail with clear aims and measurable objectives which are shared with learners and evaluated at the end.
- Teachers will use a good range of evidence based techniques and strategies in their lessons in order to inspire and engage pupils thus ensuring excellent pace and challenge.
- Teachers will ensure that activities support the learning outcome desired and link to experiences or real life contexts.
- AfL will be firmly embedded across the curriculum.
- Teachers will use relevant baseline data, progress steps and professional judgement in order to set challenging short and medium term targets for each pupil. Pupils will be clear about their target and how to achieve it and given opportunities to do so.
- Teachers will ensure that pupils know how to make progress and check progress in learning e.g plenaries, oral feedback, assessment and marking.
- The feedback given should develop pupil's ability to assess their own and peer performance.
- Teachers will allow pupils time to reflect on feedback and use it to develop their progress further.
- Assessment information should inform future planning.
- Will show clear evidence of skills development across the curriculum.
- The Literacy, Numeracy and Digital Competency framework will be evident across the curriculum at the appropriate level.
- Resources and linked supporting materials should be of a high quality.
- Will develop independent learning skills and strategies across the curriculum.
- Support staff should be used effectively.
- Homework should be set in accordance with the school policy.



Learning

- Pupils should be punctual to lessons and arrive with the correct equipment.
- Pupils will treat each other, teachers and support staff with respect in line with the schools' behaviour policy, they will be encouraged to take a pride in both their learning and achievement and their relationships with others.
- Pupils should regularly review their own learning; they should understand this process and be involved.
- Pupils should regularly evaluate their own effort and progress and set themselves realistic but challenging targets.
- Pupils should show high levels of engagement , be enthusiastic and committed to learning
- All pupils should make progress, many should make above expected progress in their learning.
- Peer and self- assessment will help learners evaluate their achievements and determine what areas they need to develop further.
- Pupils should develop the necessary skills to become independent learners.
- Pupils should complete homework and meet deadlines set by teaching staff.

Literacy, Numeracy and Digital Competency

- The Literacy, Numeracy and Digital Competency Framework (LND CF) will be evident, underpinning the school's curriculum.
- Teachers are responsible for pupil development in these skills and the opportunities created for pupils to develop in all Areas of Learning Experience.
- Pupils should be involved in setting and reviewing their LND CF progress.
- They should be aware of their attainment in skills and work towards making progress in every subject.

Schemes of Work

- These will be clear and up to date, they will clarify objectives and progression in each Phase.
- They will develop our school curriculum through regular review and appraisal against national frameworks and expectations.
- Where schemes of work are linked across different areas of learning experience this will be designed to enhance learning.
- They will identify the subject knowledge to be taught and how it progress and consolidates over the course.
- They will be broad and balanced, engaging and offer a good range of rich tasks and experiences linked to real contexts which will be updated regularly.
- There will be appropriate scaffolding, interventions and high expectations for all pupils including Additional Learning Needs (ALN) pupils and More Able and Talented (MAT).
- LND CF skills will be clearly defined, progressive and integrated.
- Integral skills will be clearly defined, progressive and integrated.
- Assessment is planned for, varied and meaningful and used to inform the offer to pupils.
- Homework tasks will be clearly identified.

Talk Pedagogy, Think Learning' is a place:'...where people continually expand their capacity to create the results

they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where

people are continually learning to see the whole together.'

The Fifth Discipline by Peter Senge (Doubleday/Currency, 1990).