

Glan Llyn Primary School



Learning and Teaching Policy

April 2026



Rationale:

This policy offers clarity about the expectations of what should happen, on a day-to-day basis, within the learning environments at Glan Llyn Primary. The aim of this policy is to ensure a pupil progress is maximised through a consistent approach in three key areas:



At Glan Llyn our aim is to develop grounded, well-rounded children who gain core skills and knowledge that enable and inspire them to lead their own learning and to progress securely and happily on their chosen ambitious path. We endeavour to promote a positive learning culture so that pupils foster a love of learning and the desire to continue to learn throughout their lives. We aim to give our pupils every opportunity to succeed.

Through this policy we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the children are provided with high quality learning experiences that lead to a consistently high level of wellbeing, progress, achievement and attitude.

This policy recognises the value and importance of the **12 Pedagogical Principles** which underpin the new **Curriculum for Wales**. All teaching staff are encouraged to collaborate with colleagues to develop these strategies, ensuring that all learners have the best possible learning experiences at Glan Llyn.

Rooted in the
Four Purposes

Encourages resilience and
sustained effort which
supports progress towards
achieving high but
achievable expectations

Employs a range of
approaches and strategies.

Employs a blend of
approaches including those
that promote problem-
solving, creative and critical
thinking.

Learning activities and
resources build on previous
knowledge and experience and
engage interest

Creates purposesful,
authentic contexts for
learning.

Means employing principles
of assessment for learning.

Ranges within and across
Areas of Learning and
Experiences

Facilitates application of the
cross-curricular skills of
literacy, numeracy and
digital competence, along with
opportunities to practise them

Encourages learners to
become increasingly
independent and take greater
responsibility for their own
learning

Supports children's social and
emotional development,
positive relationships

Encourages collaboration

"Teaching is a lifetime's craft. Every teacher needs to improve, not because they are not good enough, but because they can be even better."

Professor Dylan William

Guiding Principles: Inquiry-based Learning

Learning is more than just the acquisition of knowledge and skills. At Glan Llyn, practitioners develop highly effective pedagogy which emphasises the importance of finding answers through discovery, rather than memorisation and repetition. It is a process of construction and building on prior knowledge that is child-centred, with the teacher as a facilitator of learning. Inquiries can range from very structured and teacher-guided to more open inquiries, depending on the concept, context, learning intention and planned learning experiences. This allows children's passions and interests to be nurtured and developed, as pupil's voice, choice and ownership are encouraged and supported. When children are interested, they are more engaged, more motivated and develop a deeper understanding of the concepts. Inquiry-based learning is a positive and active way to learn, which encourages pupils to think critically, to ask questions, to experiment, to reflect and to act.



The Learning Environment

With careful thought and planning, an effective classroom environment is used as an interactive resource which enables and supports learning, teaching, and assessment. At Glan Llyn we believe that learning environments are a learning tool and a way of engaging children and celebrating their progress, achievement, and efforts over time. They should document the rich and varied learning experiences offered to them, thus providing a source of motivation as well as a reference point to support ongoing reflection.

A high-quality, effective display will stimulate discussion and curiosity and evoke a response. As well as contributing towards an attractive and stimulating learning environment, displays provide a learning resource that can be used for reference and reinforcement, therefore they should be updated regularly to maintain this level of interest.

Our environment for learning guidance is underpinned by our school values and we therefore have very clear guidelines and expectations for how our environments are established and maintained. All staff are expected to evaluate and maintain the quality of their learning environments in order to inspire and encourage the best outcomes for our children and to show that their learning and work is valued.

Planning for Learning

Planning is a process not a product. Individuals may use different levels of planning; however, all teachers and practitioners engage in the planning process. The amount of detail in plans may vary according to factors such as level of experience and expertise, and any expectations and agreed procedures of the school or setting.

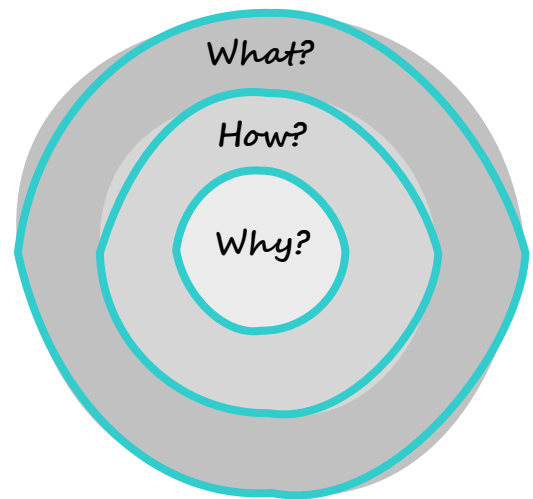
All teachers recognise that planning is one of their professional responsibilities because it enables them to ensure:

- Inclusion: potential barriers to learning and assessment for individuals and groups of pupils are overcome
- High expectations of progress and achievement for all.
- Curriculum coverage, ensuring learning experiences are rooted in the Four Purposes
- Continuity and progression
- Personalised learning for all children that builds upon previous knowledge skills and experiences.
- A clear focus for teaching and assessment
- An appropriate balance of challenge and support
- That all those involved in the classroom know what will be happening

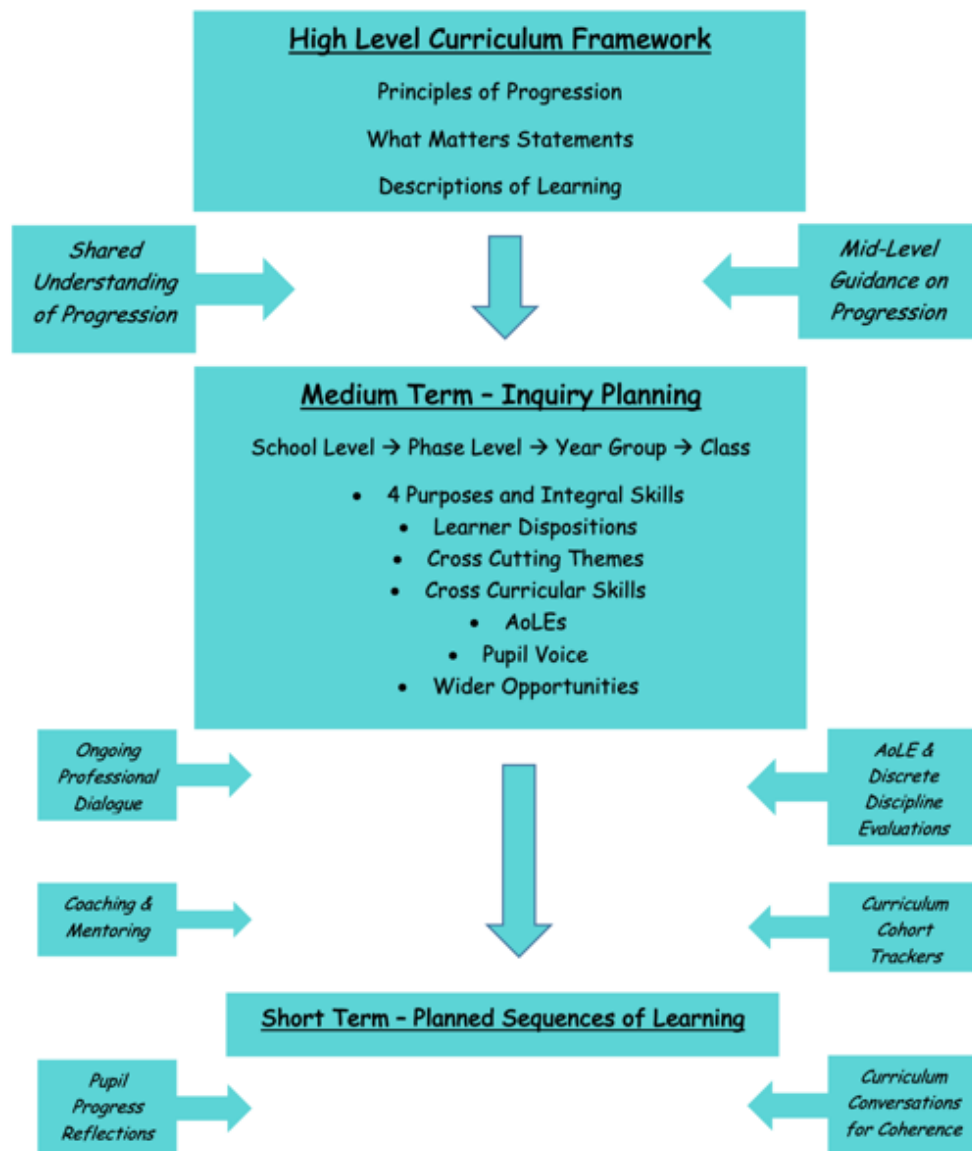
Whilst planning for learning, all teachers are expected to:

- Carefully consider the purpose for learning – ask **why?** All planned activities, including focussed tasks, enhanced and continuous provision and home learning projects must be designed to facilitate learning and progress rather than keeping children busy.

- Be clear and precise about the skills and knowledge you expect pupils to **learn**; teachers should make learning objectives explicit to children. Although there is no expectation that learning intentions need to be written down, all students should be able to explain, at an age-appropriate level, what the key learning of the lesson is.
- **Differentiation** must be incorporated into both long-term and short-term plans, ensuring that the **needs of all pupils and groups of learners** are met
- When planning teachers should consider the different pedagogical approaches we use to engage, motivate, and challenge all learners, so that most progress is maximised.



Planning Process:



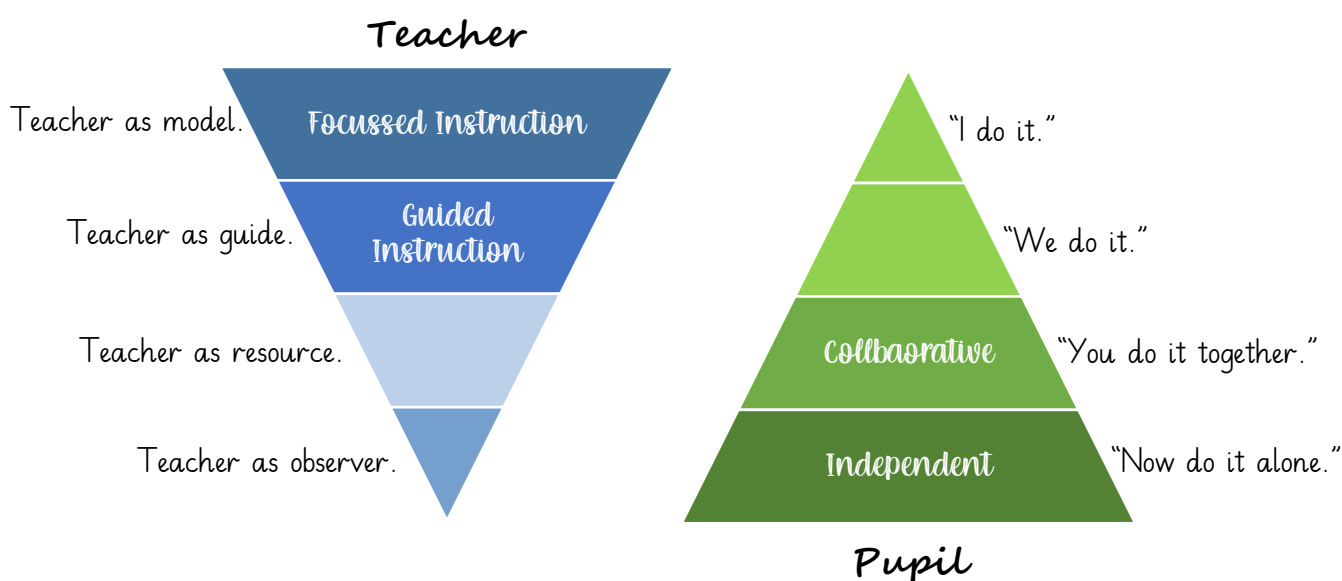
At Glan Llyn, we encourage all staff to demonstrate innovation and exercise autonomy whilst maintaining consistent pedagogic methods, which value prior knowledge, the experiences children bring to the classroom and personal connections.

We encourage a balanced approach to teaching methodology where varied resources and methods are used depending on the needs of children. The starting place is a social constructivist and inquiry-based approach to learning where exploration, play and project-based learning enable children to acquire skills and knowledge in the context of meaningful, authentic, stimulating learning experiences. This is supplemented using other programs and models where and when a need is identified and for specific, discrete curriculum areas.

Direct Instruction and Gradual Release of Responsibility

When teachers at Glan Llyn Primary adopt explicit teaching practices, they decide on learning intentions and success criteria, make these clear to children, and demonstrate them using worked examples and modelling. The teachers use Assessment in Learning strategies to check for understanding throughout the lesson.

The Gradual Release of Responsibility Model is used to empower children to have greater autonomy. This teaching strategy characterised by a sequence of learning activities that shift the responsibility from the teacher to the pupil.



What a 'typical lesson' will look like will vary from session to session and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge. Nevertheless, all lessons at Glan Llyn:

- Incorporate direct instruction, with teachers able to deliver content with clarity, confidence, and precision.
- Are carefully scaffolded and make effective use of the Graduated Release of Responsibility Approach (modelled, shared, and guided structure).
- Are appropriately paced and use time productively.

- Maximise opportunities for pupil participation.
- Involve high-quality questioning from children and adults.
- Well-resourced with all material prepared and organised in advance of the lesson.
- Provide planned opportunities for assessment in learning, which will involve children receiving feedback about their learning and next steps for improvement (feed-forward)
- Supports the development of successful learning behaviours that are rooted in the principles of metacognition.
- Involve children thinking about and reflecting on their learning and progress; metacognition.
- Be responsive to children's in-session learning; the flow of **great progress** is more important than sticking rigidly to the lesson plan.
- Involve support staff assisting teaching, as directed by the class teacher. However, support staff will also use their own skills and initiative to dynamically address the learning needs of individuals and groups of children as they arise.
- Facilitate high-quality modelling of verbal and written language.

Assessment

On-Entry Assessment		
N/R - Baseline Assessment Profile Y1-6 - Initial Observation of Learning and Wellbeing Profile <i>(New pupils will then be assessed in line with the existing assessment calendar in their relative year groups.)</i>		
Assessment Strategy		
		
Immersive Assessment	Focussed Assessment	Snapshot Assessment
Ongoing day-to-day assessments in lessons. Whole class level Group Level Individual Level Regular dialogue about pupil progress at all levels	As determined by class teacher or SLT where needed. Personalised National Assessments B-Squared Pupil Progress Reviews alongside Moderation Termly Progress Discussions End of Year Progress Reports	Assessment Calendar Personalised National Assessments Spelling Assessments