



Burlais Primary School
Ysgol Gynradd Bwrlais

Learning and Teaching Policy

The United Nations Convention on the Rights of the Child is at the heart of our school's planning, policies, practice and ethos. As a Right's Respecting School we not only teach about children's rights but also model rights and respect in all relationships. This policy links to Articles 3, 12, 17, 28, and 29.

Introduction

Our aim at Burlais Primary School is to provide a happy caring and supportive environment where all feel secure and know that they are valued and are given the opportunity to develop their personalities, skills and abilities to succeed and reach the highest level of personal achievement.

"The principle goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done."

Jean Piaget

Following a series of meetings with the Senior Management Team, members of teaching staff and through staff and child questionnaires, we have initiated a dialogue on learning and teaching, to recognise the complexities of this core process, and acknowledge the value which a written policy and accompanying programme of activities will bring.

As staff we:

- Reviewed approaches to learning and teaching and characterised the broad range of ways in which pupils currently engage in the learning process, which include both self and peer assessment
- Reviewed classroom organisation and identified the range of existing practice
- Reviewed current resources for learning and teaching, identified the location of such resources and major patterns of use
- Considered the current thinking on how children learn, taking account of their well-being and emotional development as well as academic progress
- Identified key aspects of and teaching styles found in the Curriculum 2022 pedagogical principles

It is hoped that this document will provide a clear outline of our shared intentions for learning and teaching within our school. It reflects what we consider to be the core purpose of our school as a professional learning community.

1. **A definition of Learning and Teaching at Burlais Primary School**

We believe that education provision at Burlais Primary School should be holistic with the child at the heart of any planned curriculum. It is about practitioners understanding, inspiring and challenging children's potential for learning. Involvement in children's play, particularly in the Foundation Phase is of vital importance when interactions involve open questioning and shared sustained thinking. Outdoor learning opportunities are provided for all children from Nursery to Year 6.



It is our intention to provide a balance between structured learning through child-initiated activities and those directed by teachers. A well-planned curriculum gives children opportunities to be creatively involved in their own learning which must build on what they already know, what they can do, what they are interested in and what they understand. Active learning and Assessment for Learning strategies enhance and extend children's development. We acknowledge the need to be reflective in our practice and to ensure that the learning moves forward.

We believe that learning and teaching is a process of co-operative teamwork and we welcome and encourage the involvement of parents and other members of the learning community. It is important that teachers should regularly be provided with opportunities to review, discuss, develop and improve their practice. Our policy for learning and teaching will inform all other curriculum policies and classroom practice.

This policy seeks to:

- Meet the needs of pupils more effectively by offering approaches to learning and teaching and the use of resources, which are consistent across the school
- Meet the needs of staff by offering developmental opportunities aimed at extending and continuing professional development. It is vital that staff work collaboratively with a shared philosophy and adhere towards a common approach
- Meet the need to retain the best features of educational practice when seeking to implement the National Curriculum, Foundation Phase Curriculum and The Literacy and Numeracy Framework

2. Statutory Requirements

This policy sets out how we are going to meet the statutory obligations and requirements laid down in Curriculum 2022.

3. Aims of the Learning and Teaching Policy

We aim to:

- Encourage open and continuous dialogue about learning and teaching within our school and will involve all stakeholders in this debate
- Establish an agreed range of learning and teaching styles and promote an understanding of success criteria, which underpin good learning and teaching
- Enable staff to identify aspects of practice which they wish to develop within the school and we will support their research
- Improve the quality of learning experiences offered to all within our school
- Recognise achievement as well as attainment
- Provide an agreed focus for monitoring and evaluating the curriculum in action
- Enable children to become confident, resourceful, enquiring and independent learners
- Develop children's self respect and encourage children to respect ideas, attitudes, values and the feelings of others
- Encourage children to become more learner focussed so that all learners are included in a meaningful, relevant and motivating curriculum
- Ensure appropriate subject skills and skills across the curriculum take place across the whole curriculum



- Develop a culture where good practice is shared both within school and within the cluster

4. Links with other Policy Statements

Other policies refer to related issues and should be read in conjunction with this policy statement. These include:

- Additional Learning Needs
- Equal Opportunities
- Numeracy and Literacy Framework
- Mathematics & Numeracy
- Language Literacy and Communication
- Assessment
- Marking and Feedback
- Self Evaluation
- ICT
- Homework
- Performance Management
- Outdoor Learning

5. The Delivery of Learning and Teaching

The learning environment at Burlais Primary School

The learning environment should:

- Be clean and tidy, accessible, organised, adaptable and supported with the relevant learning resources and areas of learning to meet the needs of the pupils
- Be stimulating, interactive, and promote learning, including learning through interactive displays.
- Be inclusive of all learning styles
- Enable pupils to be given progressive responsibility for organising their learning and managing their time
- Enable pupils to have access to areas, which promote continuous provision, independent learning and enquiry
- Facilitate regular and sequential opportunities for pupils to develop their ideas through independent enquiry
- Provide pupils with opportunities to be aware of the cultural, economic, environmental, historical and linguistic characteristics of Wales
- Provide opportunities that allow pupils to recognise the need for sustainable development and global citizenship
- Enable pupils to take increasing responsibility for the organisation and care of learning resources
- Be arranged so that available space and learning resources are used to best advantage
- Offer outdoor opportunities so that outdoor learning is used in a creative and profitable manner allowing the children to explore and investigate new tasks and challenges
- Facilitate both independent and co-operative work by pupils
- Reflect the curriculum being followed
- Enable pupils to use ICT as an aid to learning
- Provide opportunities to develop the LNF in all curriculum areas



- Provide opportunities to challenge children
- Create opportunities for learners to develop personal qualities such as considerate behaviour, positive and tolerant attitudes that will enable them to contribute effectively in their community
- Be child initiated and be easily addressed by the children
- Be adaptable to change so that a variety of needs can be met
- Use a range of grouping arrangements to suit the learning context
- Have clear expectations of acceptable behaviour through the class charter
- Create opportunities for students to enjoy themselves and have fun; this is when students learn best because their emotional state is fundamental to their learning.

6. The Extended Learning Environment

The extended learning environment should provide opportunities for pupils to:

- Involve the children in making choices about their own learning
- Learn in areas, which are an extension of their classroom e.g. school grounds, learning lounges, local park/community
- Experience first hand learning through visits to places of interest and visitors to school, including local churches, businesses
- Work with other members of the school's community or members of the community e.g. local artists, writers in residence
- Experience at least one residential visit during their time in Y5 and Y6.
- Experience challenge and have opportunities to extend individual talents and skills through attending the extra-curricular activities offered by school
- Participate in a school and/or public performance during their time at Burlais Primary School
- Participate in local sporting tournaments and cluster school events including transitional activities

7. The Management and Co-ordination of Learning and Teaching

The pupil as a learner

Pupils learning should be met through:

- Involving the pupil as the learner and encouraging the learner to participate in self-assessment procedures/reviews. This will ensure that the teacher is aware of the learner's strengths, weaknesses and goals for future learning can then be negotiated jointly between the teacher and the pupil, through effective feedback and feed forward comments. Feed forward comments made in Nursery/Reception are used to inform the teachers of the next developmental steps
- Providing first hand experiences for learning where possible and making good use of the extended learning environment
- Planning and implementing a wide range of teaching strategies which develop skills and understanding through a variety of activities and provide opportunities for working individually and collaboratively
- Providing opportunities for the pupils to make choices in planning and organising their learning appropriate to their own preferred learning style
- Using appropriate adult intervention to encourage learning
- Encouraging success and recognising achievement above attainment



- Providing regular, positive feedback and feed forward comments
- Engaging the learner in self-assessment of their work
- Encouraging the pupils to practise and apply newly acquired skills, concepts and knowledge to topic areas and to apply literacy and numeracy skills across all curriculum areas.
- Assessment within the FP often takes the form of observations from teachers and TA's during focus tasks and continuous provision
- Providing individual challenges through opportunities for problem solving, independent learning, research and enquiry
- Using multi-sensory approaches to learning
- Using technology e.g. C-Touch screens, i-Pads and relevant, good quality resources as an aid to support learning

The Teacher at Burlais Primary School

The teacher should:

- Value every pupil irrespective of ability, race, gender, age or achievement
- Value the contributions made by individuals
- Recognise and value the individuality of each child.
- Use ICT to good effect in class to maximise the access to high quality learning and teaching materials for the children in their care.
- Be aware of the model of learning that they present to the pupils
- Show enthusiasm about what is being taught
- Provide a safe, secure, stimulating and challenging learning environment.
- Have effective planning and prepare appropriate tasks for all abilities
- Be a good role model
- Raise children's awareness of learning objectives and success criteria where appropriate.
- Be clear on the skills, knowledge, concepts and attitudes, which are the goals of the learning process.
- Make good use of effective higher-order questioning techniques in order to promote thinking and reasoning
- Systematically engage in focused teaching
- Design challenging and differentiated learning tasks, which will suit all pupils learning styles (visual, auditory and kinaesthetic).
- Engage pupils in effective collaborative group work
- Adopt an appropriate pace, monitor the effectiveness of the planned activities and maintain effective records on their plans and outcomes
- Distribute their time equitably between pupils
- Show an awareness of schemes of work which will ensure continuity and progression
- Ensure continuity and progression within learning through sound awareness of the requirements of Curriculum 2022.
- Maintain high expectations of each pupil and encourage all pupils to reach their full potential
- Foster a collaborative ethos and recognise the rights and responsibilities of all.
- Value, promote and inform the partnership between school, home, local community and partner schools and seek opportunities to work as Professional Learning Communities.
- Value the input of outside agencies
- Form positive relationships as part of a team



- Value the monitoring process and the opportunities, which this provides for dialogues with colleagues and pupils.
- Provide opportunities, where appropriate, for pupils to develop and apply literacy and numeracy across the curriculum.
- Talk regularly with children about their learning and listen to them.
- Be knowledgeable about what we teach by having up to date knowledge of educational issues and current educational debate through working collaboratively with colleagues, organising and undertaking personal, professional development.

Lessons planned at Burlais Primary School should demonstrate the following characteristics:

- Learning objectives, outcomes and success criteria of the lesson are clear and are understood and shared with the pupils where appropriate
- Resources are well prepared, in good condition and used appropriately
- Pupils will experience a balance of activities including whole class, individual, small group and paired work
- Group size will be matched appropriately to the task and resources available and the composition of groups will vary according to the activity e.g. friendship, ability, numeracy and literacy
- During the lesson the teachers need to be mindful of the focused teaching group where appropriate
- Appropriate pace must be maintained during the lesson and the effectiveness of the planned activities must be evaluated at the end of the lesson and throughout the lesson through the use of mini-plenaries
- Expectations are high for behaviour and presentation (as and when needed) and successes should be recognised
- Children are given the opportunities to develop as independent learners and make decisions and choices for themselves
- Continuous assessment for learning makes the lesson flexible and responsive to the needs of the learner
- The teacher must ensure that there are opportunities for the celebration of achievement
- Differentiation throughout the lesson challenges all children and encourages creativity and reflection
- Extension activities and challenges are made available for those who are more able, when appropriate
- A positive climate is created through genuinely constructive praise, assessment feedback, feed forward and rewards
- Regular feedback must be given to pupils and in accordance to the school's marking policy
- Due attention must be given to techniques for accelerated learning e.g. availability of water to pupils, use of music and a range of Assessment for Learning strategies
- Support staff and other specialist staff are to be deployed effectively to enhance pupil achievement
- Due regards must be given to the agreed class charter in order to support an effective learning environment where every child feels valued
- Effective learning may take place both indoors and outdoors
- Homework is linked to classroom topics and may be used to consolidate or extend learning



- There must be a range of effective questioning that encourages the pupils to think things out for themselves. These must include – recall, comprehension, application, analysis open-ended, closed and inferential questions where appropriate

Effective Learning at Burlais Primary School

Effective learning should:

- Allow first hand experiences where possible and in response to a variety of stimuli
- Establish positive attitudes towards learning
- Engage in planned and sequential opportunities to work individually and as a member of co-operative group
- Encourage children to ask questions and develop their own trains of thought using a variety of thinking strategies e.g. think pair share, diamond ranking
- Allow opportunities to investigate and research through role play, ICT and problem solving
- Allow opportunities for Foundation Phase child initiated play, incorporating ICT
- Allow opportunities for problem solving through problem solving lessons and through rich tasks
- Value the work of other pupils
- Enable pupils to make choices and take an increasing role in planning and organising their learning – as appropriate to their own preferred learning style
- Enable pupils to practise and apply newly acquired skills, concepts and knowledge
- Enable pupils to develop a sense of well-being and concern for others
- Create an environment where learners feel able to make mistakes and are comfortable to learn from them, without feeling inadequate and foolish
- Provide opportunities for children to act appropriately in different situations.
- Promote a positive self image
- Allow children the opportunity to give opinions, reasons and to share with and listen to others

The TLR Holders and AoLe Leads at Burlais Primary School

TLR Holders and AoLe Leads should:

- Take a lead in policy development and monitor their learning teams
- Expect high standards of learning and teaching in their area of learning
- Support colleagues in the implementation of their area of learning and support assessment and record keeping
- Work alongside colleagues under the terms of their job descriptions to support and enhance work in the classroom.
- Monitor progress and ensure planning supports inclusion.
- Take responsibility for the purchase and organisation of resources for their learning teams
- Be given opportunities to develop their expertise through professional development and disseminate as appropriate.
- Keep up to date with new initiatives and strategies.
- Contribute to learning team reports that detail the strengths and areas for development within their learning area and that help identify the way forward.



Parental Involvement in Learning and Teaching in Burlais Primary School

At Burlais Primary School we encourage parents and carers to play an active role in their child's education through:

- Talking and listening to their child
- Attending parental interviews and other relevant open evening/review meetings where appropriate
- Listening to their child read
- Supporting home/school tasks.
- Supporting class topics as defined on the class page on the website.
- Keeping up to date by logging onto the school's website and reading our regular newsletters
- Extending learning opportunities at home by using JIT/J2E and Class Dojo if appropriate
- Communicating any issues/concerns relating to their child to the school
- Participating in the life of the school through helping in classrooms, listening to readers and assisting on trips and visits providing they have a current up to date DBS certificate
- Supporting social and fund-raising events organised by the school and the PTFA.
- Attending Parent Workshops run by the school.

Parents need to be made aware of the school's aims as defined in the following policy documents (which will be available on the school's website or from the school office):

- Schools Aims and Mission Statement
- Safeguarding Policy
- Internet Access Policy
- Strategic Equality Plan
- Homework Policy
- Positive Behaviour Policy
- Anti-Bullying Policy
- Values Education
- ALN Policy

The role of the Governors at Burlais Primary School

Our Governors:

- Evaluate performance data and monitor the impact of intervention strategies, funding and resources within the school
- Support the use of appropriate teaching strategies by allocating resources effectively
- Be involved in the discussion and decision making process with regard to all school policies
- Support the school and its staff in delivering an appropriate curriculum which meets the needs of all learners within the school
- Ensure (as applicable) that the school building and premises are best used to support successful learning and teaching
- Monitor learning and teaching strategies in light of Health and Safety Regulations.
- Monitor how effective learning and teaching strategies are in terms of raising pupil attainment
- Are involved in monitoring through book scrutinies
- Ensure that Performance Development and staff development promote good quality teaching
- Support the Headteacher in appointing new staff



- Receive feedback from the monitoring of learning and teaching and to reflect on learning in terms of raising pupil attainment
- Monitor the effectiveness of the school's learning and teaching policy through the school self review processes. These include reports from our area learning teams/TLR holders and the annual Headteacher's report to Governors as well as a review of in-service training sessions attended by our staff
- Will rotate in their role as a pastoral governor and visit the school once a term on a pastoral basis
- Will have the opportunity to become a link governor for both a class and an area of learning so that they gain a deeper understanding of how the school works

8. Recognising learner achievement

Learner achievement will be recognised through our reward schemes such as Silver Star. Parents will be kept closely informed of progress made by the learner including formal parental meetings, informal meetings in the yard or other situations as appropriate and by texts sent by the Headteacher.

9. Monitoring and Evaluation

Monitoring of the curriculum will be undertaken by all teaching staff, Deputy Headteacher and Headteacher and will be monitored as part of the on-going cycle on matters relating to planning and the design of learning tasks and will also collect samples of work relating to aspects agreed at learning and teaching staff meetings. It will be done in a supportive way, which reflects mutual professional respect. The aim is to encourage and share good practice, individual professional development and overall school improvement. The Headteacher and Deputy Headteacher will visit classrooms and other learning areas throughout the school to observe matters related to the learning and teaching. The Headteacher and Deputy Headteacher will discuss and support staff in the process of improving the quality of learning and teaching throughout the school. Other types of monitoring carried out will include scrutiny of work, peer observations and work carried out in the area of learning teams.

Staff meetings will sometimes be held in classrooms. Sharing practice in this way will help to disseminate the good practice evident in the school. Opportunities for staff to monitor their areas of learning will be provided along with professional development opportunities, which will be identified during performance reviews.

Staff, need to be aware that this policy must be read in relation to all other policy documents relating to the curriculum and schemes of work.

10. Continuing Professional Development

The school takes its responsibility for developing high quality learning and teaching seriously and allocates resources to support teaching and non-teaching staff to develop their skills, knowledge and understanding of education. This takes part during the Performance Development cycle to support the aims of the school and current School Improvement Plan.

11. Arrangements for Reviewing the Policy



This policy will be reviewed regularly in conjunction with the School Improvement Plan. During this review, consideration will be given to its:

- Value and relevance to learning and teaching at Burlais Primary School
- Further evidence available from current educational research or school based action research
- Feedback from staff questionnaires relating to Learning and Teaching
- Pupil Voice

All staff will be responsible for conducting the policy review.

Policy Date – December 2016

Review Date – September 2026