

GRIFFITHSTOWN PRIMARY SCHOOL



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INSPIRE CHALLENGE ACHIEVE

Teaching and Learning Policy 2015
GRIFFITHSTOWN PRIMARY SCHOOL

This policy sets out the Governing Body's aspirations for developing learning and teaching at Griffithstown Primary School. It reflects the work the school has undertaken, and work the school will pursue in the future, in developing its approach to teaching and learning.

Mission Statement

Inspire, Challenge, Achieve
Ysbrydoli, Herio, Cylawni

Vision

At Griffithstown Primary School, excellent teaching ensures that all learning is inspirational and challenging. We are a happy, safe and nurturing school, with excellent behaviour, attendance and punctuality. The opinions of children, parents, staff, governors, the community and other organisations are listened to and acted on in all aspects of school evaluation and improvement. Children develop and apply excellent literacy and numeracy skills across the whole curriculum; we are adaptable lifelong learners. Pupils make healthy choices and have active bodies and minds. Griffithstown Primary School is committed to equality and inclusion, and no one is disadvantaged by social or economic factors. Griffithstown Primary embraces the Welsh language and the heritage of Wales. We understand the diversity of modern Wales and our place in the wider world. Pupils understand the environmental challenges and are prepared for the technological opportunities of the 21st century.

Policy Definitions of Learning and Teaching

Learning

Learning is a permanent change of behaviour arising as a consequence of reflection on meaningful experience. Learning allows greater control over one's destiny and an improved capacity to make choices which benefit oneself and others. Learning challenges and shapes the everyday beliefs which underpin behaviour. Learning occurs throughout one's life and in both formal and informal settings.

Principles of Learning

We believe learning occurs when learners:

- invest in its value
- are actively involved are given safe space to rehearse
- can use the appropriate language are given opportunity to reflect
- can transfer the new into a variety of different situations
- negotiate risk
- make meaningful choices

Excellent learners are:

- **Resilient** - they persist in the face of complexity and frustration
- **Resourceful** - they know what to do when they get stuck
- **Responsible** - they take initiative for themselves and for others
- **Capable of reasoning** - they think things through
- **Reflective (and reflexive)** - they learn from experience and utilise it

Teaching

Teaching is an intervention which provides opportunities for learners to share meaningful experience and, as a consequence of reflection, change behaviours and make informed choices. Teaching structures and direct experience provide access to relevant information and knowledge, challenges belief and provides systemic tools of thought.

Principles of Teaching

We believe teaching occurs when teachers:

- focus on beneficial learner outcomes
- plan to meet those outcomes
- scaffold meaningful challenge
- utilise a model of learning
- share learning processes
- provide a clear sense of structure and purpose
- actively involve learners
- connect learning to the world beyond the classroom
- build from what is already there

Excellent teachers are:

- **Responsible** – they provide a safe and exciting learning environment
- **Learner focused** – they meet the needs of individual learners providing appropriate and challenging targets
- **Informed** – they understand key initiatives and drivers for school improvement
- **Adaptable** – they are responsive to the challenges of effective self evaluation
- **Challenging** – they set high expectations in all areas of the curriculum
- **Professionally informed** – they are responsive to their own professional development

1. Rationale

1. Skills based curriculum

If we attempt to teach knowledge we will always fail to complete our task. If we teach children the skills they need to learn they can access any information that they need now and in the future.

2. Key Skills

We organise our curriculum around the planned development of literacy and numeracy skills (Literacy, Numeracy Framework 'LNF' document) and also incorporate the skills of 'Thinking' and 'ICT'.
Subject content is only the vehicle to improving skills.

3. Progression

We teach children according to their stage of development, not their chronological age.

2. Sharing Responsibility

1. Organisation / Groups

Teachers' planning is differentiated to show activities for 'Challenge Group', 'Main Cohort' and 'Less Able'. In addition to this, children are grouped for specific intervention to address specific needs in literacy and numeracy. Group work is supported by teaching assistants, where staffing structure allows.

The school is 'open plan' and in most year groups; two classes share one large area. Thus differentiation can be whole cohort or whole class, determined by the activity.

2. Planning

Teachers have ½ a day non-contact each week for PPA (Planning, Preparation and Assessment) Teachers, across year groups, cooperate to share all planning. Teachers evaluate activities (in their planning files) to identify next steps of learning for individuals and groups of children.

Assessment of/for learning informs the termly 'tracking' system. All data is inputted by teachers into an electronic program called Incerts.

3. The lesson

1. Format

Each lesson starts with a clear attainable objective that explains what is going to be learnt – the 'WALT' (**W**e **A**re **L**earning **T**o).

A 'Success Criteria' is established, sometimes by the teacher, sometimes in collaboration with pupils and sometimes by the pupils alone. The '*success*

criteria' tells pupils what they must do to achieve the requirements of the WALT.

At the end of each lesson, all individuals in the class reflect on the WALT. In addition to this, good quality, on-going AfL (Assessment for Learning) throughout the lesson enables staff and children to evaluate success.

2. Modeled, Shared and Guided

The 'WALT' is **modeled** by the teacher so that children are shown how to succeed and how to tackle the task for the session.

Ideas are **shared** during the introduction and plenary using a variety of approaches, including 'think, pair, share', 'Positive, Minus, Interesting' (PMI) and a range of other 'Thinking Strategies' which are practical and non-differentiated activities which are appropriate to all pupils and in which pupils and teacher have equal responsibility.

The **guided** section is the main part of the lesson, giving pupils opportunities to practice skills differentiated to match their ability.

3. Resources

Whenever possible, purposeful concrete resources are used in preference to abstract ideas or a reliance on previous knowledge and experience.

Classroom assistants are a valuable resource and are planned for and utilized to ensure effective support for children.

4. Grouping

Children work in similar and mixed ability groups, pairs and individually throughout the day, to suit the requirements of the learning and teaching. Children are encouraged to work co-operatively and to help one another.

5. Recording work

Children record their work in colour coded exercise books according to the subject. Work recorded electronically is stored in individual folders on laptops. When children work in practical groups, their outcomes will be recorded;

- on large sheets of paper, e.g. 'post-its', felt pens (and filed)
- using other media including cameras, iPads and 'backed up'

KS2

In all cases the date and WALT (LNF as appropriate) will be stated in their exercise books.

Foundation Phase

'Focused' activities are recorded in *each child's book: date and WALT (LNF as appropriate). 'Enhanced' tasks will be evidenced in group folders, class books or pupil books

*if the child's stage/age or a task does not lend itself to written work then a photograph should evidence the learning experience.

4. Equal Opportunities

1. Equality

All children regardless of gender, culture, religion, ability or disability can reach their potential. At Griffithstown Primary School we do not exclude children from any activity or part of the curriculum.

2. Additional Learning Needs including Special Educational Needs

ALN is the responsibility of all teachers. At Griffithstown Primary we scaffold the curriculum so that all children have equal access.

5. Life Long Learning

All learners: pupils and staff, are encouraged and developed as life long learners. Staff and governors attend training and development opportunities. Teachers share their learning with pupils to demonstrate the importance of life long learning.

6. The Excellence in Teaching and Learning Framework

In order to make secure judgments on the Teaching and Learning at Griffithstown Primary School, we use 'The Excellence in Teaching Framework.'

The Framework:

- ensures all staff know what effective teaching and learning looks like and so provides a framework for development
- offers guidance, feedback and review for effective lesson observation, book scrutiny, planning and learning walks
- enables the observer to focus on specific elements of teaching and learning or the teaching and learning as a whole.

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