



Teaching and Learning Policy

(Produced as a result of monitoring procedures
St Aidan's Church in Wales V.A. and Cosheston V.C. School)

Vision statement:

Our Vision as a Church school is to provide a calm, safe and caring atmosphere underpinned by strong Christian values, which allows each child to develop their own strength of character and belief. We are an Attachment Aware school which encourages strong relationships to develop in order that every child has the potential to grow and improve, both individually and collectively in an environment which promotes learning, achievement and success.

We recognise that self-esteem is crucial for achievement, therefore our school is always striving to improve, grow and move forward driven by a positive attitude to learning.

Our Motto: Be the Difference

Core Aims:

The four purposes of the developing curriculum underpin all learning experiences to grow:

- ambitious, capable learners, ready to learn throughout their lives;
- enterprising, creative contributors, ready to play a full part in life and work;
- ethical, informed citizens, ready to be citizens of Wales and the world;
- healthy confident individuals, ready to lead fulfilling lives as valued members of society.

Cross-curricular skills, including literacy, numeracy and digital competence, are developed throughout a continuum of learning across **six areas of learning and experience**. Responsive and well-considered blends of **12 pedagogical principles** create learning experiences that engage, stretch and challenge every learner.

Our responsibilities; we are all learners; we are all leaders.

Learners will:

- attend school whenever possible, ready to learn
- use their growth mind-set and recognise the importance of sustained effort in meeting high, achievable expectations
- take responsibility for, and actively engage in, own learning
- learn co-operatively by developing positive social interaction skills
- respond enthusiastically and purposefully to useful feedback and other learning opportunities
- respect themselves and others, by making informed, healthy choices

All staff will:

- safeguard all learners, including adults, by adhering to school policy and practices, and developing critical thinking skills and decision-making
- work towards achieving the learning vision of the school as a learning organisation
- focus on achieving the four broad purposes of the curriculum
- create a positive learning environment within and beyond formal classroom settings, where differentiated challenge stretches all learners to take increasing responsibility for their own learning
- communicate and collaborate effectively with colleagues in all roles to advance learning, including the review and refinement of relevant policies and practices
- work with colleagues to assess the impact of teaching on learning to maximise learner progress
- be reflective practitioners and lead their own professional learning

Teachers will:

- inspire high quality learning through responsive teaching, ie planning, teaching and assessment are informed by high quality evidence from first-hand experience and wider research
- provide regular feedback that learners understand and enables them to move learning forward
- provide parents and other partners with useful opportunities to engage in and support learning, including formal reports on progress and family and community engagement workshops

- work purposefully within the five elements of our Professional Teacher Standards; **Pedagogy** (advancing learning, refining teaching and influencing learners), **Leadership, Professional Learning, Innovation** and **Collaboration**

Leaders will:

- promote the learning culture and support the national learning agenda to develop a curriculum for Wales - a curriculum for life
- lead reflective practice within the team and professional learning within the team, including an intelligent use of data to set priorities and raise standards
- use a range of measures to evaluate the impact of teaching and school systems and processes on standards of learning and progress
- provide a worthwhile balance of support and challenge to team members, eg modelling and teamwork scrutiny
- engage with all parties on curriculum and policy developments
- actively develop individual and collective leadership skills focused upon improving learning in pursuit of the four broad purposes

The head teacher will:

- be the leading, responsive learner, with a clear understanding and expectation of high quality pedagogy
- through strategic vision, inspire and develop the school as a professional learning organisation
- understand the quality of the school's current provision and the relevance of local, regional and national educational priorities and opportunities
- strategically invest in collective and individual professional learning to enable all staff to develop meaningfully to improve the quality of the school's provision and its impact on learner progress and life chances
- enable the development of all staff through the implementation of the Professional Teacher and Leadership Standards
- ensure and encourage purposeful learner, staff, parent and partner voice

Governors will:

- provide critical friendship to the school through support and challenge
- contribute meaningfully to the self-evaluation and development of the school as a thriving learning organisation
- use first-hand information about the school to make informed, strategic decisions, including attending relevant training, INSET and staff meetings

Parents will:

- ensure children attend school whenever possible, ready to learn

- communicate regularly with the school when there are issues that affect their children’s wellbeing and/or learning
- attend scheduled parent meetings and request others if there are concerns
- be engaged, active participants in their child’s learning and use advice and guidance from the school about supporting learning
- provide the school with feedback when requested, such as through questionnaires, and give suggestions or offers of help whenever this could improve how the school helps children learn

LA and Partneriaeth will:

- provide support and challenge through the role of a Improvement Adviser who will broker additional support in-line with the school’s priorities, including school-to-school support and signposting to good practice, for example, through Dolen.

	Name	Signature	Date
Chair of Governors	Joan Bevans		
Head Teacher	Katharine Adams		

Partner Schools' Agreed Statement of Intent for Teaching and Learning

Pedagogy:

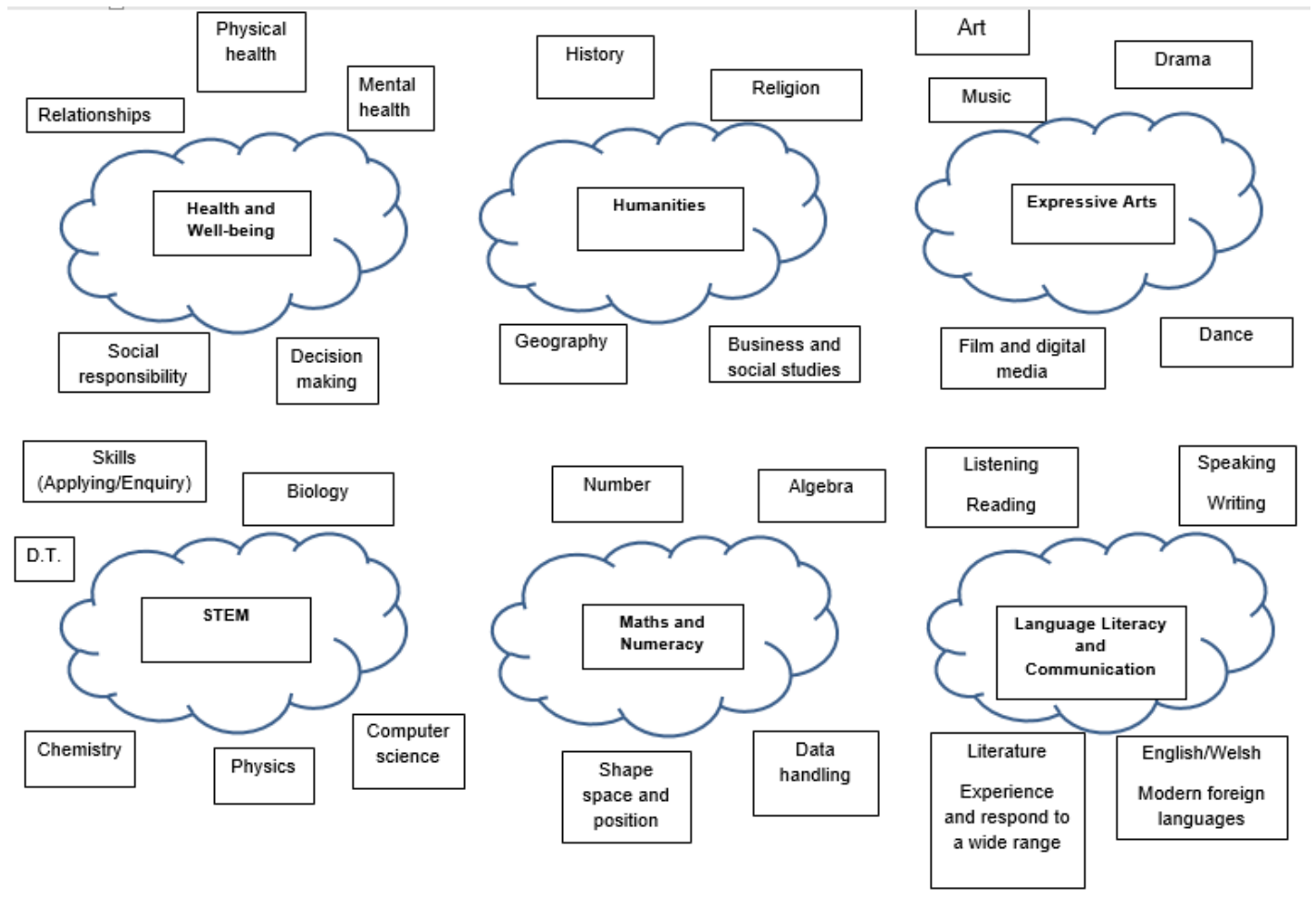
- Teachers plan for stage not age of pupils.
- Theme lessons are taught in a carousel which include 1 or 2 bubble groups taught by a teacher and/or TA and 1 or 2 groups will either be directed to an independent task and/or directed to continuous or enhanced provision (missions/quests).
- Discrete maths lessons are mainly focussed on number and algebra but follow the ERW mixed age scheme
- Focused bubble task – teacher/staff led group activity with a focus on developing skills
- Independent task – pupils work on a directed independent task where they are provided with success criteria when stage appropriate
- CP/EP & Missions/Quests – an independent movement group that choose from a variety of cross curricular learning experiences which provide opportunities to develop the skills taught in focussed tasks. Some of these activities are influenced by pupil voice and some are ‘must do’ activities. Teachers should ensure that there is a balance across the AoLEs of ‘must do’ activities.
- During the focussed bubble task **both teacher and/or TA** are responsible for ‘checking in’ on the independent learners ensuring that they remain on task (**the teacher must not remain solely with the focussed group**). This means that pupils will not always have an adult working directly with them.
- It is important that teachers plan for the focussed teaching of topic maths – shape/ space / measure / data handling etc through meaningful, relevant activities and these applied where appropriate to theme work - bubble tasks and/or missions/quests.
- Observations need to be recorded when and where appropriate by teachers / TAs. TAs have been provided with specific books to record their observations. These should be shared with the teacher to inform planning.
- Pupils working outside of the focused bubble task are not expected to disturb the focus group and should explore all other strategies e.g., 3B4Me, unless they feel it is essential.
- It is expected that outdoor learning is planned regularly throughout the week where appropriate e.g. in maths and also on designated Muddy Mondays/Wellies Wednesdays.
- Staff use a blended learning approach to ensure that the pupils are prepared for any possible school closure (closure due to extreme weather) i.e. children accessing tasks online.

Outdoor Learning Aims and objectives

- To introduce pupils to range of new and first hand experiences
- To develop the curriculum through using the local environment and community
- To offer pupils exciting, stimulating and real-life experiences that enthuse them in their learning
- To develop self-esteem through providing a range of opportunities for pupils to excel
- For pupils to develop their social skills, independence and resilience through experiencing a residential activity eg. Llangrannog.

Summary

- To ensure a consistent pedagogical approach, where experiences are provided are stage not age appropriate.
- To maximise the outdoor learning environment
- To ensure that documentation produced, as a result of monitoring, is followed by all staff
- Ensure that class weekly timetables identify discrete teaching of language and maths specific skills, with all AOLE's covered through theme each term. The experiences should ensure that there is breadth and balance across the AOLES and within the AOLES.



Expectations for Evidencing Learning

Rationale:

There must be a coherent and consistent approach towards the recording of evidence to ensure that pupil progress is clear and easily accessible. This is an important aspect of your roles and responsibilities.

Books - should be stage not age.

The children need to have the appropriate books when they need them and all books should transfer to their new year group. There is no need for children to have new books every year – they need to show progress across the PSs.

Children should begin with one book for everything and when stage appropriate have a number book. As they move through the school children will have a language, mathematics, theme and RVE. RSE to be evidenced as appropriate for the activity eg, provision file, RVE or theme book.

Standards are not only captured in the books, they can be captured everywhere – photographs, observations, ICT and through provision files etc.

This table needs to be displayed in the front of pupil books.

Other places to look for work:

- talking to the child
- other books
- classroom displays
- corridor/school displays
- classroom Areas - CP/EP planners
- class provision file
- electronic evidence-HWB (Individual folders)
- observation books

Learning Books

Learning should be evidenced in:

1. Nursery - Learning journey book – ‘Fy nhaith dysgu’.

2. When stage appropriate record: -

- Number in a maths book – see separate Mathematics & Numeracy Policy. The application of mathematical skills should be evidenced as numeracy across the curriculum.

- Language books are for discrete teaching of phonics, spelling, grammar and Talk for Writing together with the specific teaching of genre and the relevant skills. The application of literacy skills should be evidenced in the theme book, demonstrating literacy across the curriculum. The discrete teaching for the different genres should be evidenced in the language book.
- all other activities in a theme book (not topic)

Evidence every focussed task in the relevant book or in the class provision file or on Hwb. e.g. mark making, oracy (use Hwb sticker).

Only significant photographic evidence (i.e. WOW moments – when a child has accomplished a skill for the first time) should be recorded in books or individual pupil files on Hwb. These should be of the individual pupil (not groups).

Expectation – in nursery/reception at least one maths, language and theme should be evidenced per week per pupil in individual books, individual file on Hwb or class provision file.

Any observations need to be recorded in the individual pupil books or in a staff observation/diary/planning book.

Staff observation books should inform future planning and will be kept as evidence along with pupil books in a secure GDPR manner.

Ensure each focussed task evidenced in a book has a learning objective; mark with H M I (following the Effective Feedback Policy).

Pupils should be able to refer to success criteria when working.

AfL should be evidenced as appropriate.

Adhere to the Effective Feedback Policy and ensure time is provided for pupils to respond to feedback.

Hwb Files

Any significant pupil work stored on Hwb should be saved in clearly labelled files and where appropriate the learning conversation used to annotate the pupil's achievement. There should be a file for each term and within that file there should be a theme, language and maths file. This should be evidenced in the book with a Hwb sticker.

Provision

The expectation is that every two-week planner for enhanced and continuous provision should be evidenced in a class provision book. This is your opportunity to showcase the learning opportunities that are provided within your classroom environment (inside and outside).

The expectation is that two sides of paper is used to evidence the CP/EP during any given two-week cycle.

Your CP/EP planning must be evidenced on the busy bee board:

- be differentiated where applicable
- include the 'tree' symbol to highlight the outdoor provision
- use an 'X' to mark if the area is closed
- highlight any 'must do' activities
- use a 'C' to indicate if an area is open and the child can choose what they want to do.

The evidence might include a combination of:

- annotated photos
- examples of work
- pupil voice
- QR Codes

Any pupil work that is not displayed in this provision book, may be used for displays or taken home by the pupils. Make sure that over time, every child has an example of their work in the book.

A maths provision file should also be kept to evidence learning not recorded in the pupil books. As church schools we need to evidence R.V.E. in a provision file when appropriate.

These will provide part of the evidence during monitoring, for example work scrutiny, and will be shared across the two schools, Governors, Challenge Advisors and Estyn.

Observations

This is the information that **everyone** in the classroom is responsible for collecting over the course of the week in order to meet the needs of the children.

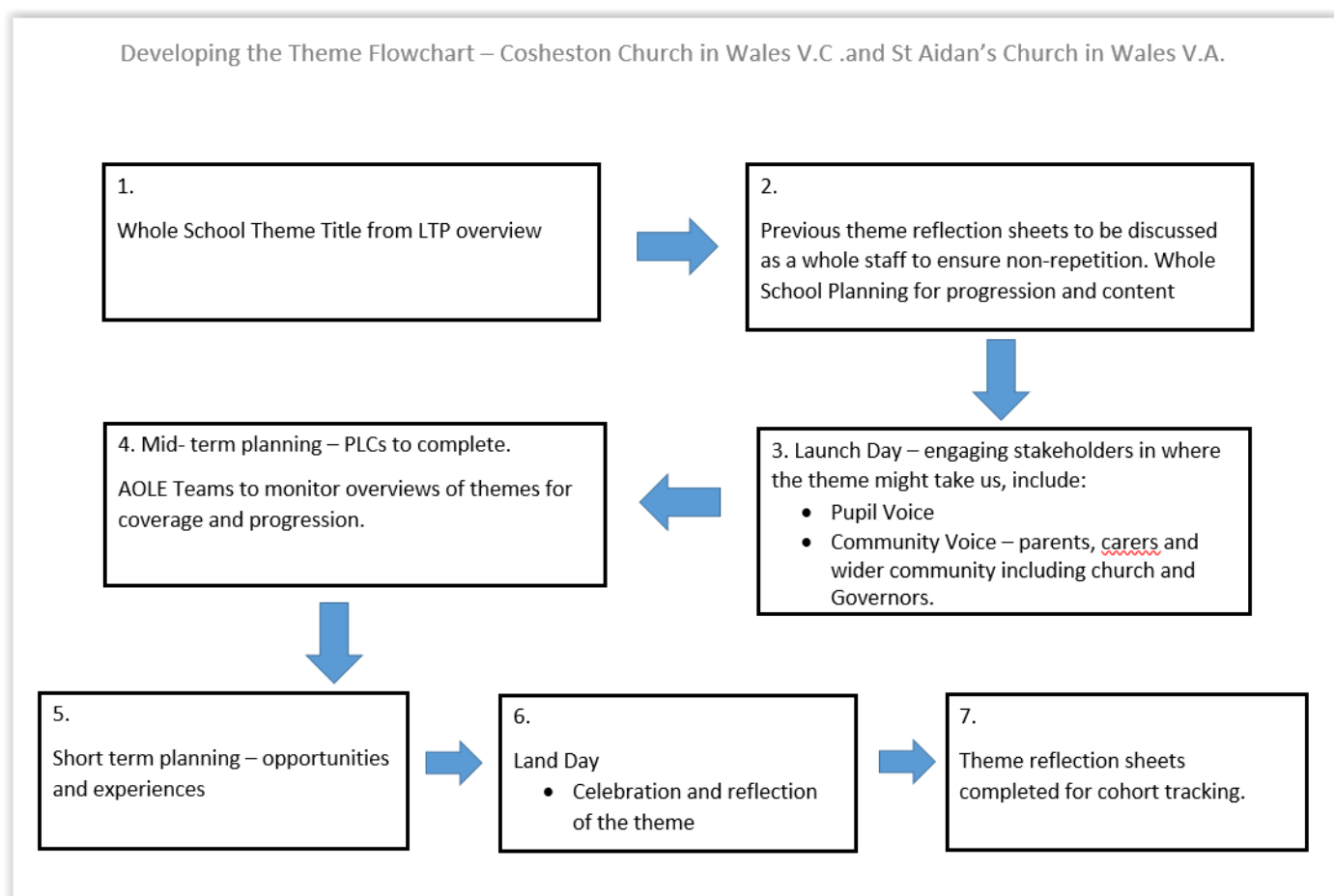
This evidence feeds into and informs future planning.

- What did you notice/observe that was significant?
- What can the children now do/not do/need to do again?

It is essential that all adults in the classroom inform future planning.

Adults on focussed tasks should live mark and if they leave their focussed groups to touch base with continuous and enhanced provision should make appropriate observation notes which will be collated in your notebook. Observations are imperative to inform planning.

Triad Expectations for Planning



Planning should include:

Long Term Plan identifies:

- Role play foci
- Genre
- Big question
- Collective Worship Foci
- STEM
- Humanities
- UNCRC links
- RSE/Jigsaw

Medium Term Plan – completed through collaborative PLC -

- Theme web outlining learning in all areas of learning

- Share on School platform for parents and place on Pupil Voice board
- Visits and visitors overview
- Assessments to be completed termly as per assessment calendar

Short Term Planning

- Use of the updated short term planning format showing mathematics, language, theme, RVE and RSE.
- Opportunities for self and peer assessment
- Highlighting of LNF skills and AoLE coverage

Classes

- Display a timetable
- Pupil voice board

Provision Folders

- A balance of Continuous and Enhanced activities
- PS1 & 2: Use agreed planning sheets
- PS3: Missions /quests planning
- will exemplify differentiation - Busy Bee Board

Expectations for the Learning Environment

Learning Environment to Promote Pupil Independence

Please take from this the appropriate expectation for the stage of development of pupils in your class.

Challenge is absolutely key. Have high expectations for all pupils and make sure that all of their learning is in the stretch zone i.e., they can get there but they are going to have to think about it. Deploying your adults effectively and splitting the class when you can into age/stage will help with this as you will be narrowing the ability gap and focusing more on specific groups of children and what they need. Avoid a 'one size fits all' approach. Ask yourself the question 'will their learning be better if they are all together or will it be better if they are split?' and be flexible; keep a balance over the week. Consider your assessment data carefully to identify your MAT children.

Have high expectations of presentation - tell the children to cross out their mistakes neatly. Praise and reward children who work hard to present their work neatly and have some consequences for those that don't. This should always be a focus.

On entry (morning):

When taking the morning register all pupils should be greeted by name and provided with opportunities to check-in and express how they are feeling. Ensure a designated person in each class monitors checks so that follow-up action can take place and they can look for patterns emerging.

Consider whether it is possible to register the class in groups (ability, age and stage) with TAs and teachers having responsibility for a group (all groups should have times where they register with the teacher).

On entry (afternoon): register to be taken

At times throughout the day all teachers must ensure that they 'meet and greet' all children in their class at least twice, as recommended by trauma informed practices.

Learning Environment

Ensure that:

- Classroom AoLE areas are clearly defined, and challenge cards displayed as appropriate.
- Classrooms are tidy and well-organised and allow children to flow if they're in the group that is moving and accessing CP/EP/Missions/Quests
- Areas and resources involve some level of choice and rotation - do not give them everything at once
- Incidental Welsh is used daily
- The outdoor area is used consistently and constantly
- Tasks are appropriately differentiated

- The book corner is inviting e.g. a rug and cushions
- A range of quality texts and 'real' reading materials leaflets, menus, comics, posters, catalogues etc is available (rotate these so they are theme related)
- Appropriate vocabulary is displayed in the different learning areas
- Real and natural materials are used wherever possible, not plastic
- A visual timetable is used when appropriate
- All areas provide opportunities for:
 - Reading/writing (or mark making) e.g., in a role play café you would have notebooks to take orders, food books, catalogues to read
 - Mathematics/numeracy e.g., in a role play café you would have a till and money for numeracy links etc.
 - ICT opportunities are maximised

Staff - ensure everybody knows exactly what they are responsible for. It is imperative that all staff have sight of the planning, to ensure that they know the foci of activities. This is crucial in a small school with multiple year groups in one class. It stops three people doing one job and no one doing others! It cannot all be about the class teacher although they have overall responsibility for planning/standards. Make sure that all of the children are taught by the teacher at some point during the week - you need to know where the children are to plan effectively.

Adults need to be:

- **Mobile** - they may well have overall responsibility for a focused task but as they get older/more mature, the children have to get used to working without an adult with them all of the time.
- **Overseeing and extending learning** in CP\EP
- **Make relevant observations** of what is going on in CP/EP in a system which is clear to all staff working in the class. It is essential that the teacher has access to all observations made as these need to inform planning.
- **Deployed effectively** and used to the best of their ability.

Bubble time – focussed tasks – if possible, plan for a 'floater' member of staff and rotate this to include the teacher, in order to inform planning. Make sure that the children are aware of who to 'go to', this could be the 'go to' person for the week. This will allow the teachers who are teaching the focused tasks to actually teach without being interrupted.

Pupil Independence

INDEPENDENCE IS KEY

- Promote independence at all times - do not do anything for the children that they can do for themselves or will be able to do with practice
- Provide all children, including the younger children with opportunities:
 - to work independently without an adult

- to make decisions and choices about where to go, moving freely from one area to another during challenge time.
- Encourage children to solve problems for themselves, don't always tell them what to do or what the solutions are. Allow them to make mistakes – promote pupil independence through 3B4Me.
- Have simple systems in place for young children to self and peer assess. e.g., relevant coloured hoops which link to Effective Feedback Policy, or pots with lollipop sticks
- Ensure that:
 - each child has a job (Helping Hands), but don't change them every week, these can change every half term
 - resources are accessible to children and clearly labelled or visible.
- Snack/milk time: each class may develop their own systems with regard to snack according to the stage/age of pupils in the class e.g., younger pupils may have access at any time throughout the day, whereas older children may have snack monitors at playtime. Ensure that pupils access their snack and milk independently.

Provision

Avoid being too formal-Keep a balance of CP, EP and focused tasks at all times.

Remember stage not age- If they are ready for it they do it, if they are not they don't e.g., MAT child working with older children.

Focussed Tasks

- Focused tasks DO NOT have to take place at a table and can take place in any of the 'areas', inside or outside and may be practical and/or multi-sensory.

Continuous and Enhanced Provision

- Continuous Provision/Enhanced Provision must be at the right level. Be aware of MAT children and challenge for all - don't ask yourself 'what are they doing?', ask yourself the question 'what are they learning?' It should be at the right curriculum level -be careful in role play areas.
- Keep standards at the forefront of your mind when planning activities and make sure that there is clear progression in terms of CP/EP, i.e. they aren't just playing in sand/water in Year 2.
- Know what to differentiate on CP/EP and have a consistent system in place to do so.
- Children need a purpose for learning. Give activities on CP/EP a real-life context i.e. who are they doing it for? e.g., build a wall has no real-life context but build a wall for Humpty because he broke his wall when he fell off it does have a real-life context. Consider using the character/book of the week to lead this e.g., Captain Hook says or Winnie the Witch needs etc.
- Give them the message that what they do on CP/EP is important - involve the work that they do here in plenaries, give rewards and praise to children who work well 'in the areas' and have somewhere where they can display their work from CP/EP, even if it's until the end of the week rather than 'break it up' at the end of the session.
- **IMPORTANT - Do not run a 'finish and move scenario' in your classrooms. Instead, the group that is with an adult stays with the adult. If children finish work, then the adult marks it with them and gives them extensions or corrections to do and the group on CP/EP stays there as it is their turn.**

- As they move through the classes they need to get used to working in bigger groups, spending longer on a focused task (PS1 classes will be very free flow with children called to focused tasks that are age and stage appropriate and then let go again to explore CP/EP. A Year 2/3 child will be expected to spend much longer on a focused task, and as they move through the years, more activities will be enhanced rather than continuous.

- Collective worship – to take place every day. A timetable will ensure that a balance of whole school and class assemblies take place throughout the week. As church schools, nursery join all whole school collective worship when appropriate.

Displays

- **All displays should reflect bilingualism.**
- Celebrate effort as well as best work; refer to effort ladders to the children.
- Do the displays show where the children are in their learning?
- Displays need to be a range of the learning – NOT 30 of the same!
- The Learning Environment should have the following displays:
 - Instructional Walls/Working Walls - teach when you aren't there, ensure they reflect the learning and are stage appropriate.
 - Theme board – should show a range of curriculum areas e.g., mathematics/English/creative/outdoor activities/PSE. Use a mixture of photos and pupils' work and pupil quotes etc.
 - 3B4Me
 - Pupil Voice to show how the children are influencing learning (having a say into how and what they learn).

Try to ensure that the displays show what the learning was i.e., the skill and context for learning. Your room should showcase a broad and balanced curriculum.

Displays should be regularly changed to ensure that they reflect the current place. Each class should have a mathematics board and a language board that reflects the maths skills and genre being covered each half term. Ensure that all children in the class have a piece of work displayed to ensure equity.

Things to consider:

- Be aware of gender dominated areas i.e., are there only boys in construction? Are there only girls in the writing area?
- Successful classrooms/schools have good practices/routines inside AND outside. Remember the question to ask yourself in terms of outdoors is 'by taking this outside, am I offering them something better or different?' Because if you aren't, you are probably taking it outside for the sake of it!
- Provide multi-sensory activities.
- In terms of a noise level, in PS1 and 2 it is a 'busy buzz' and in PS3 there should be times for partner, group and class discussions but this should be controllable.
- You do not need a chair for every child in PS1.

Equity in sharing learning experiences via dojo – do this at least once a week on your class stories. Only post on the school story if it is something that involves the whole school.

Also refer to the documents below:

- Agreed use of Success criteria
- Effective feedback Policy
- Continuous and Enhanced Provision Document
- Outdoor Learning Policy