



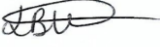
Derwendeg Primary School

Teaching and Learning Policy

Date of this review: **January 2023**

Date of next review: **January 2024**

Signed:*CA Rogers*..... **Date:**19/01/2023
Chair of Governors

Signed:..... **Date:**19.01.23.....
Headteacher

Daily Excellence in the Derwendeg Classroom - Being the best we can be to allow the children to be the best they can be.

Teaching and learning at Derwendeg Primary School is based on the principle of 'Daily Excellence'. We are not aiming to teach 'excellent' lessons every day but to incorporate excellent pedagogy into our learning consistently.

Purpose

This policy will promote best practice and establish consistency in Teaching and Learning across the whole school offering clarity about the expectations of what should happen, on a day-to-day basis, in a Derwendeg classroom.

It aims to ensure that all children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

At Derwendeg Primary School, we appreciate and understand the importance of well-being and that children need to be in the right frame of mind to feel happy and ready to learn. Therefore, we implement a variety of initiatives and strategies to ensure all our pupils can access their learning.

Aims

- We will be delivering our teaching and learning through the introduction of our new school curriculum.
- The curriculum is the whole learning experience offered by our school. It is not only the lessons and activities, but also the attitudes and values we promote. This is achieved through integrating our school values and the Four Purposes into all our planning. These are made explicit to our learners.
- Our curriculum will be enriched, engaging, broad, balanced and relevant to our learners. It will ensure progression and continuity for the pupils and provides opportunities for the pupils to acquire knowledge, skills and values through a variety of experiences.

Responsibilities:

Staff:

- All staff have a responsibility to incorporate the 12 pedagogical principles in their daily teaching and learning to:
 - Create authentic contexts for learning.
 - Encourage learners to take responsibility for their learning.
 - Support social and emotional development and positive relationships.
 - Encourage collaboration.
 - Set high expectations for learning and give every child confidence so they can succeed. This will ensure that we promote sustained pupil effort to reach high but achievable targets.
 - Employ a broad range of teaching approaches, so as to meet pupils needs.
 - Promote problem solving and creativity through critical thinking.
 - Build on the children's prior learning and experiences, so as they are inspired and enthused to learn.
 - Focus on the 4 purposes (see further detail below)

- Use AFL (Assessment For Learning) to accelerate learning.
- Make links and connections within and across the 6 AoLEs.
- Reinforce cross-curricular responsibilities – Literacy, Numeracy and Digital Competence.
- Embed the principles of DR ICE (see further detail below)
- Develop positive attitudes to learning.
- Enable children to become active partners in their learning.
- Involve parents and carers as partners in learning.

Pupils:

- To engage in and take responsibility for their own learning by participating fully in learning activities in the classroom and beyond.
- Display our school values in all school activities.
- To take ownership of their own learning by engaging in a weekly review using their learning reflection journals.
- Children should value and respect the views of others involved in the learning process.

School Leaders:

- Will place a strong emphasis on the importance of effective pedagogy and daily excellence.
- Are accountable for ensuring consistent processes and pedagogy are implemented consistently
- Carry out effective monitoring activities such as lesson observations, learning look and listening to learners to support staff in implementing the school agreed pedagogy effectively.
- Will encourage and make time for necessary training and the sharing of good practice between staff and other schools.

Curriculum

More detail on our school curriculum and be found through our curriculum summary.

Curriculum Vision

The Curriculum for Wales guidance states “A school’s curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.”

It is this statement that underpins our curriculum vision and our understanding that our curriculum is more than a selection of themes and lessons. Our curriculum provides our children with the knowledge, skills and experiences to develop holistically and to progress towards their realisation of the four purposes.

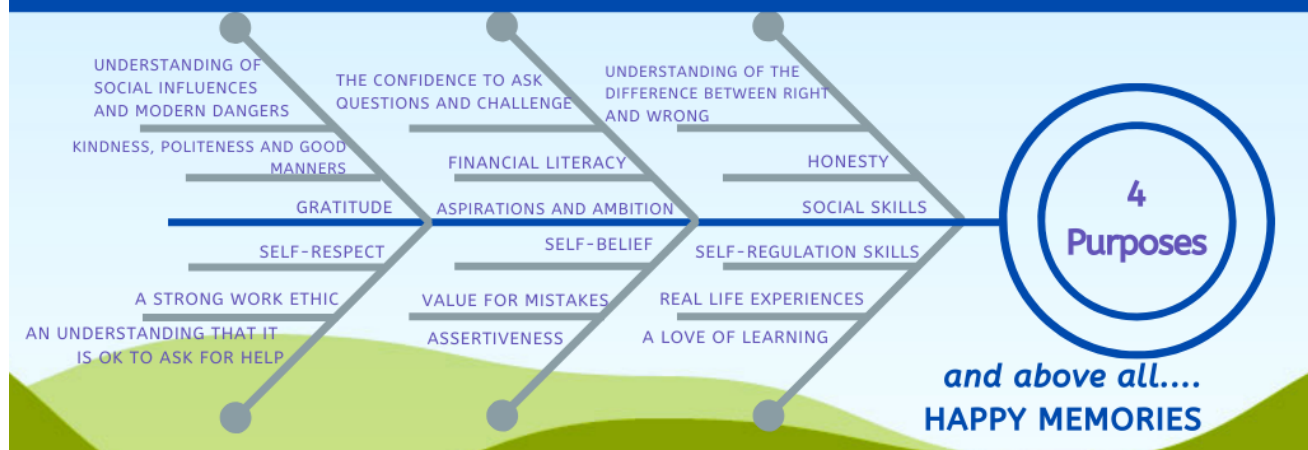
When considering our vision for our school curriculum, all stakeholders came together and considered the question:

What is it we want our children to leave with at the end of their Primary School journey?

We want our children to be:



In addition, we want our children to have:

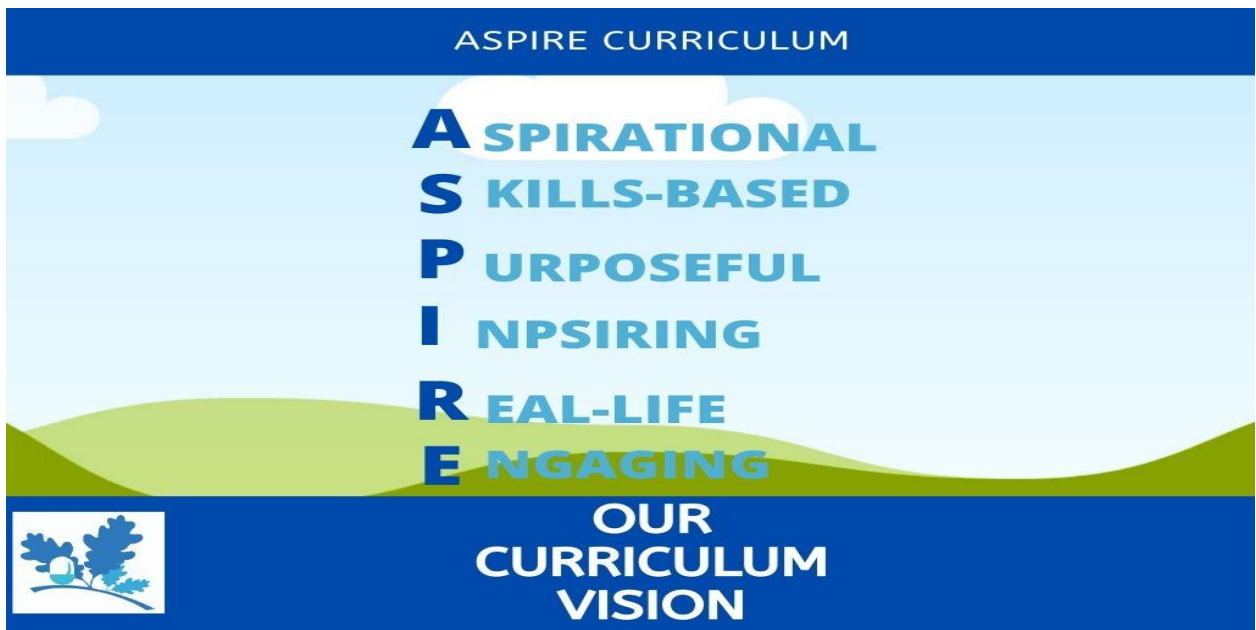


OUR CURRICULUM VISION

What is it we want our children to leave with at the end of their Primary School journey?

We agreed at Derwendeg we want to give our children the best possible start in education so that they have a sound foundation for future learning and they develop a lifelong passion for learning. We want our children to be prepared for the world they are to live in. It is our hope that our zest for learning and positive citizenship will suffuse the wider community and that our children will continue to enjoy learning throughout their lives. We are passionate about developing strong personal and social skills in pupils so they can get along with each other and recognise the feelings of others.

As a result, our curriculum vision led us to developing our ASPIRE curriculum:



Our Aspire curriculum aims to fulfil our curriculum vision and engage our children in purposeful and exciting learning experiences throughout their school journey providing them with the knowledge and skills they need for the future. We have high expectations of each and every child and are committed to ensuring each child achieves their full potential and has high aspirations.

Four Purposes

The four purposes will be at the heart of everything we do at Derwendeg. They will be the starting point for all decisions on the content and experiences developed as part of the curriculum to support our children and young people to be:

- Ambitious, capable learners ready to learn throughout their lives. (Ambitious Anna)
- Enterprising, creative contributors, ready to play a full part in life and work. (Creative Cash)
- Ethical, informed citizens of Wales and the world. (Ethical Elis)
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society. (Healthy Hetty)

The four purposes are discussed explicitly daily with the children and reinforced through WOW planning days where the children have the opportunity to plan their own activities relating to the four purposes. They are also reinforced through assemblies and we have specific celebration assembly certificates linked to the four purposes.

The school are currently in the process of developing the 'Four Purpose Awards'. These will be activity based and provide the children with the opportunity to engage in experiences to fulfil the four purposes alongside the school curriculum.

Pedagogy

DR ICE

In line with the school's commitment to the outstanding teacher programme, teachers should seek to embed the principles of DR ICE in their lessons to support pupil metacognition and their understanding of what it means to be an effective learner, whereby the following elements should be visible:

- Deepening thinking
- Role modelling
- Impact on progress

- Challenge
- Engagement.

In order for DR ICE to support us in building lifelong learners with a positive attitude towards learning, it is vital that the children fully understand each element of DR ICE and how it supports them in their progress and learning. A display will be present in each class referred to each lesson and each pupil from Years 2-6 will have a learning reflection journal allowing them the opportunity to reflect on DR ICE each week.

Pedagogical Tools

DR ICE	Pedagogical Tools	Link to Professional Standards	Link to Pedagogical Principles
Deepening Thinking	<ul style="list-style-type: none"> • Questioning - How do you know? Can you prove it? What do you notice? • Questioning Matrix • Active Listening (Voice 21) 	<ul style="list-style-type: none"> • Pedagogy: <ul style="list-style-type: none"> ○ Refining teaching ○ Advancing learning ○ Influencing learners • Innovation 	<ul style="list-style-type: none"> • Build on previous knowledge and experience to engage interest. • Promote problem solving, creative and critical thinking • Make connections within and across areas of learning • Reinforce cross curricular responsibilities, Literacy, Numeracy, Digital competency
Role Modelling	<ul style="list-style-type: none"> • WAGOLL/ WABOLL • 4 purpose characters • Success criteria • Marvellous mistakes 	<ul style="list-style-type: none"> • Pedagogy: <ul style="list-style-type: none"> ○ Refining teaching ○ Advancing learning ○ Influencing learners • Innovation 	<ul style="list-style-type: none"> • Employing a wide repertoire of teaching approaches. • Encourage collaboration • Focus on the 4 purposes • Use assessment for learning to accelerate progress
Impact on Progress	<ul style="list-style-type: none"> • Learning reflection journals • 	<ul style="list-style-type: none"> • Pedagogy: <ul style="list-style-type: none"> ○ Refining teaching ○ Advancing learning ○ Influencing learners • Innovation 	<ul style="list-style-type: none"> • Use assessment for Learning to accelerate progress. • Building on previous knowledge and experience to engage interest. • Sustained pupil effort to reach high but achievable targets.
Challenge	<ul style="list-style-type: none"> • ABC (Accept, build, challenge – Voice 21) • 3B4ME • CSP fans • Thinking time 	<ul style="list-style-type: none"> • Pedagogy: <ul style="list-style-type: none"> ○ Refining teaching ○ Advancing learning ○ Influencing learners • Innovation 	<ul style="list-style-type: none"> • Broad repertoire of teaching approaches • Use assessment for learning to accelerate progress • Promote problem solving, creative and

			<p>critical thinking</p> <ul style="list-style-type: none"> • Encourage learners to take responsibility of their own learning • Make connections within and across areas of learning and experience.
Engagement	<ul style="list-style-type: none"> • Think - pair – share (Voice 21) • 80-20 ratio (20% teacher input, 80% children activity) • Pupil voice • High quality resources 	<ul style="list-style-type: none"> • Pedagogy: <ul style="list-style-type: none"> ○ Refining teaching ○ Advancing learning ○ Influencing learners • Innovation 	<ul style="list-style-type: none"> • Authentic contexts for learning • Employing a broad repertoire of teaching approaches • Create authentic contexts for learning. • Encourage collaboration and make connection within and across areas of learning and experience.

Pedagogical Principles

Curriculum design for all learners is underpinned by twelve pedagogical principles, which state that good learning and teaching:

1. Maintains a consistent focus on the overall purposes of the curriculum
2. Challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
3. Means employing a blend of approaches including direct teaching
4. Means employing a blend of approaches including those that promote problem-solving, creative and critical thinking
5. Sets tasks and selects resources that build on previous knowledge and experience and engage interest
6. Creates authentic contexts for learning
7. Means employing assessment for learning principles
8. Ranges within and across Areas
9. Regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them
10. Encourages learners to take increasing responsibility for their own learning
11. supports social and emotional development and positive relationships
12. Encourages collaboration

Every year the staff review the 12 pedagogical principles and highlight 2 principles for us to focus when planning our learning experiences for the year.

Learning Environment

There are positive effects on standards and motivation of pupils associated with the physical environment. All staff have received training on the power of the learning environment from Elizabeth Jarman and should aim to incorporate this training into their classroom environment. All staff have a clear criteria of expectations through the learning environment pillar accessed through our school Google Drive. This pillar was developed in collaboration with all staff. Staff are given the opportunity to self/peer evaluate their own learning environment termly using the agreed pillar, this is then quality assured by SLT.

Our School Values



Our school values were agreed following consultation with the children, staff, parents, and governors.

Our values underpin everything we do and form the basis of our behaviour policy and behaviour management programme. They are discussed on a daily basis by all staff and there is a focused values assembly every week.

Planning

At Derwendeg, we recognise that planning is a process not a product.

Teachers are responsible for the planning, preparation and delivery of opportunities and experiences which enable learners, in relation to their starting points, to achieve to their full potential. This requires a thorough knowledge of each individual in the class, it also requires very good subject knowledge with effective planning and stimulating use of strategies, resources and personnel to enable all pupils to learn.

All teachers use consistent planning formats across the school. Each new topic starts with a WOW day to engage pupil interest, pupils are given the opportunity to contribute to topic planning during WOW days and this is revisited and evaluated weekly.

At Derwendeg, we value the power of collaborative planning and all teachers are given dedicated time on a termly basis to plan together and contribute to each other's topics and experiences.

Topics are driven by focus questions to guide the learning and teachers' planning.

A whole school curriculum overview outlines the topics for the academic year including how they link with each AoLE and cross-cutting themes and cross-curricular skills.

Differentiation

Differentiation should be carefully considered at the planning stage and should take into account the needs of all learners and plans to ensure that all learners are set challenging goals and make expected progress. We recognise that children have different needs, related to influences both within and beyond the classroom. Awareness of the needs of specific groups will enhance the provision for individuals. All staff will be aware of the needs of specific groups such as ALN, MAT, EAL (English as an additional language), FSM (free school meals), CLA (Children Looked After) and will provide the appropriate support and interventions as necessary.

Inclusion

We ensure the inclusion of all children through:

- Varied teaching approaches which take into account the differing abilities and learning styles of individual children.
- Differentiated teaching and activities to ensure appropriate challenge for children of different abilities.
- Extra support for children with Additional Learning Needs.
- Extra support for children who, through analysis of school data, have been identified as under-achieving or under-attaining.
- Teachers referring to our register which identifies children with Additional Needs and children who are More Able and Talented to inform their planning, delivery and assessment.
- Extensive wellbeing support.

Professional Development

Olevi Programmes

Staff are given many opportunities to engage in professional learning opportunities in relation to teaching and learning. All staff have had or will have the opportunity to complete the Olevi Outstanding Teacher Programme or the Olevi Outstanding Teaching Assistant Programme.

The programme is based on DR ICE and gives staff the opportunity to collaborate with each other to reflect on their teaching practice and pedagogy. Following completion of the programme, staff are required to plan on how their learning will impact on the whole school and then present this to Governors and to staff.

Teachers are given the opportunity to observe each other and share good practice as part of our Evaluation and Improvement calendar.

Professional Standards

All staff regularly engage with the professional standards for teaching and learning using a school based self-evaluation tool.

A review of the standards is carried out annually and results feeding into Performance Development meetings and target setting.

Quality Assurance of Teaching & Learning

At Derwendeg we will monitor and evaluate the effective implementation of this policy through our evaluation and improvement cycle including:

- Learning look (self-evaluation and SLT quality assurance)
- Informal and formal lesson observations
- Learning environment evaluation (self-evaluation and SLT quality assurance)
- Listening to learners
- Peer to peer lesson observations – sharing of golden nuggets
- Data analysis
- Standardisation processes

Curriculum Enrichment

Every Friday all children (Reception from Spring term) engage in curriculum enrichment activities. The activities are planned with the curriculum vision and 50 things to do before leaving Derwendeg as the focus. Children are able to choose a group out of the options (Following the development of our 4 purpose awards, opportunities will also be built in to curriculum enrichment activities to make progress towards these)

Assessment and Progression

At Derwendeg Progression and assessment is at the heart of curriculum design.

The purpose of assessment is to support every learner in relation to the 3-16 continuum. We aim to collect data on the whole child. (Their passions, interests, goals and academic success) It is therefore vital that our Curriculum and values supports our ability to collect this vital data. It is our aim to support individual learners on an ongoing, day-to-day basis, identifying, capturing and reflecting on individual learner progress over time. Staff will continually reflect on their practice using data collected.

We believe that a successful curriculum, supported by effective teaching and learning enables learners to make meaningful progress. This will be carefully communicated with parents.

Feedback and Marking

At Derwendeg Primary School, we recognise the importance of feedback as part of the teaching & learning cycle and aim to maximise the effectiveness of its use in practice. We are also mindful of the workload implications of written marking, and of the research surrounding effective feedback.

The Feedback and Marking policy is an important part of the assessment process and reflects the aims of the school, which seek to encourage the highest possible standards for each child. The policy aims to develop the children as learners and increase pupil independence in learning.

Learning Reflection Journals

As part of the school's assessment and progression strategy, children in Years 2 and above use a learning reflection journal weekly. This allows them to monitor and self-evaluate their own progress towards their targets and to reflect on how DR ICE has impacted on their learning. This supports the development of pupil independence and their understanding of themselves as learners.

Journey Through School

Part of our assessment and progression strategy focuses on the children's journey through school. Each term we give the children the opportunity to engage in an authentic writing and expressive arts activity.

These activities are documented in a special Journey Through School book that is then presented to the children in their Year 6 leavers assembly. The book also incorporates the school's 50 things to do before leaving Derwendeg. This is a selection of real life experiences developed following consultation with staff, children, parents and Governors.

Homework

A homework menu is formulated by the class teacher and pupils and comprises activities linked to the termly topic. The menu is sent out to parents and carers weekly.

Flipped learning

Teachers also send out flipped learning links for Maths weekly and Literacy half termly to support pupils' learning at home.