TEACHING AND LEARNING POLICY

INTRODUCTION

At Ysgol Gynradd Gwaelod y Garth Primary School we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

AIMS & OBJECTIVES

This teaching and learning policy is intended to promote consistency and high standards and the achievement of the school aims. At Gwaelod y garth we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster….

- A high level of literacy and numeracy and an enquiring mind which wants to learn more each day;

- Independent young people who are confident, flexible and able to cooperate with others;

- Conscientious young citizens of our multi-cultural society who are tolerant and respect others' values;

- Imagination and creative expression through a wide range of media;

- Pride in achievement and a desire to succeed;

- Effective links between the school, the child's home and the community which promote aspiration and high expectations;

- Equality of opportunity for all;

EFFECTIVE LEARNING

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways both in the classroom and outside of the classroom environment. These include:

- investigation and problem solving;

- research and finding out;

- group work

- pair work;

- independent work;

- whole class work;

- questioning;

- use of the computer;

- fieldwork and visits to places of educational interest;

- creative activities;

- watching television and responding to musical or tape recorded material;

- debates, role plays and oral presentations;

- designing and making things;

- participation in physical activity;

- reflecting on what has been learned

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Self review and peer review strategies are used, as well as planned plenary at the end of lessons to review the key learning objectives and to assess the level of understanding

EFFECTIVE TEACHING

When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum. We use curriculum plans based on the Foundation Phase Outcomes and the National Curriculum to guide our teaching. This sets out the aims, objective and details of what is to be taught to each year group.

We believe children learn effectively when the teacher provides:

- thorough preparation;

- an atmosphere where children are prepared to take risks;

- lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations;

- shared learning objectives which are understood by the pupils;

- innovative teaching;

- opportunities to review and reflect on the learning;

- clear expectations of what pupils are expected to achieve by the end of the session;

- appropriate pace to the lesson;

- thinking time before answering questions;

- open-ended, thought provoking, challenging questions of the children;

- lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference;

- developmental feedback and constructive criticism of pupil's work;

- support for the learning of pupils with differing abilities;

- a planned programme of educational visits to reinforce and stimulate learning;

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs (SEN) we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work here at Ysgol Gwaelod y Garth School should be of the highest possible standard

All teachers try hard to establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school Respect and Relationship Policy.

Teaching Assistants and other adult helpers are deployed in a variety of ways. Sometimes they work with individual children and sometimes they work with small groups. Teaching Assistants are also fully involved in the delivery of support programmes such as Literacy and Numeracy Support. Our adult helpers also assist with the preparation and storage of classroom equipment.

All teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support teachers in developing their skills, so that they can continually improve their practice

DISPLAY

The school believes that the purpose of display is to support pupil's learning.

This may be achieved in a variety of ways:

Engaging pupils in learning – ownership by the pupils

Interactive display
Asking questions
Challenging
Criteria for success
Exciting ideas
Fresh / relevant to current topics & themes
Colourful

Enabling learning to take place

Word lists
Connectives
Number lines
Timelines
Clocks
Place value cards available
White boards
Access to basic resources by pupils (crayons, scissors, paper, glue, etc.)
Number squares
Tables squares
High-frequency words

Keeping what is learnt in mind

Key ideas
Word lists
Connectives
WILF
Flip charts
Mind maps, links

Celebrating success

Displaying good work (also in corridors)
Merit points, achievements
Exemplar materials
Pupil's photos (check permission)

Raising expectations

Setting targets
WILF/TIBS
Agreed class rules
Aims
Class/group targets (literacy/numeracy)

Clarifying routines

Timetables
Access to resources labelled
Visual activity cues
Signs

Encouraging independence

Self-registration charts
Access to resources
Strategies for self-help
Word banks, dictionaries, thesaurus
Class responsibilities, rotas, monitors

Inclusive classrooms

Multi-cultural content (not only relating to RE)
Gender role models
Named work by all pupils
Access
Pupil ownership

TARGET SETTINGS

Targets are set in Welsh (Welsh Unit) or English (English Unit) for individuals in Years 1 and in Welsh (Welsh Unit), English and Mathematics for individuals in Years 2 to 6. Literacy targets are based on writing assessments and are discussed with children before being copied into their books for future reference. Numeracy targets are based on the work to be studied each term. More Able and Talented pupils are given an additional target and a PSE target may be given to individuals if it is felt that it would benefit the child. Targets are discussed with parents at parents' evenings.

Nodweddion addysgu da:	**Nodweddion pan nad yw'r addysgu'n dda:**

Nodweddion addysgu da:

- Cynllunir y gwersi'n drwyadl
- Mae gan yr athro ddealltwriaeth dda o'r pwnc.
- Mae'r esboniadau/eglurhad yn glir.
- Mae cyd-bwysedd dda rhwng y gweithgareddau, y gwaith a'r myfyrio yn y wers.
- Mae'r athro yn brysur o amgylch y dosbarth.
- Anogir plant i werthuso eu gwaith ac i fyfyrio ar gynnydd.
- Mae nod ac amcanion y wers yn glir, yn bwrpasol ac yn cael ei rannu â'r disgyblion.
- Mae'r tasgau yn berthnasol i amcanion y wers.
- Mae athrawon yn mwynhau yn y dosbarth.
- Mae arddangosfeydd yn ddiddorol ac yn ddeniadol.
- Mae'r adnoddau yn addas ac o ansawdd a chyflwr da.
- Ceir cyfle i blant weithio gyda'i gilydd ar dasgau.
- Mae tasgau yn rhoi sialens a her.
- Mae cyflymdra i'r wers.
- Rhoddir clod yn aml – ond ddim heb reswm.
- Mae'r disgyblion yn ymwybodol o reolau'r dosbarth.
- Addysgir sgiliau'n drefnus ac yn drylwyr.
- Mae rheolaeth dosbarth yn gadarn ac yn gefnogol.
- Mae trefn dda yn y dosbarth.
- Mae holi ac ateb yn agored, yn gefnogol ac yn cefnogi'r dysgu.
- Adnabyddir anghenion yr holl ddisgyblion.
- Mae'r disgyblion yn cymryd rhan yn y wers.
- Mae'r athro wedi ei wisgo'n addas ar gyfer y weithgaredd.
- Mae unrhyw agweddau o ddiogelwch yn cael eu hegluro'n glir.
- Mae gwaith y disgyblion yn cael ei barchu.
- Mae'r staff cynorthwyol yn cael eu rheoli'n dda.
- Mae'r staff cynorthwyol yn ymwybodol o bwrpas y wers, y tasgau a'r canlyniadau.
- Mae'r staff cynorthwyol yn cael eu cynnwys yn y cynllunio a'r asesu.
- Defnydd da o Dechnoleg Gwybodaeth.
- Mae disgyblion yn cael eu trin yn deg ac yn saff.
- Gwrandewir ar gyngor asiantaethau allanol e.e. Seicolegydd Addysg.

Nodweddion pan nad yw'r addysgu'n dda:

- Mae'r cynllunio'n wael neu heb ei wneud.
- Mae dealltwriaeth yr athro o'r pwnc yn gyfyngedig.
- Ni reolir amser yn effeithiol.
- Nid oes cyd-bwysedd dda rhwng gwahanol weithgareddau.
- Mae sesiynau'n rhy hir.
- Mae cyflymder y wers yn rhy araf neu'n rhy gyflym.
- Mae athrawon yn siarad yn rhy gyflym ac yn ceisio cyflawni gormod mewn un wers.
- Nid yw'r gwaith wedi ei wahaniaethu.
- Nid yw'r disgyblion yn deall pwrpas y dasg.
- Mae'r adnodau a gyflwynir i'r plant yn ddiflas ac anniddorol.
- Mae'r disgyblion ond yn ymarfer heb bwrpas.
- Nid yw'r tasgau yn rhoi her i'r disgyblion.
- Nid yw'r amcanion yn glir.
- Nid yw'r tasgau wedi eu cysylltu â'r amcanion.
- Nid yw sgiliau'n cael eu dysgu na'u hymarfer.
- Nid yw disgyblion yn cael eu hannog i gyfrannu i'r wers.
- Nid yw'r taflenni gwaith/adnoddau wedi eu hanelu'n gywir tuag at oedran, diddordeb a gallu'r disgyblion.
- Nid yw'r cyfarwyddiadau'n glir.
- Mae'r disgyblion yn aros am amser hir cyn cael sylw gan yr athro.
- Mae'r sesiynnau trafod yn rhy hir.
- Ni chysylltir gweithgareddau'r wers â gwersi/chyraeddiadau blaenorol.
- Nid yw'r athro'n sicrhau fod y dosbarth cyfan yn gwneud cynnydd (caniateir i rai optio allan)
- Gwastreffir amser gan staff cynorthwyol.

Effective teaching:	When the teaching is not effective:
- Lessons are planned in detail. - The teacher has a good knowledge of the subject. - The explanation / expectation is clear. - There is a good balance between the activities, the work and reflection during the lesson. - The teacher is busy around the class. - The children are encouraged to evaluate their work and to reflect on progress. - The lesson's aims and objectives are clear, are purposeful and are shared with the pupils. - The tasks set are relevant to the aims of the lesson. - Teachers enjoy in the class. - The displays are interesting, informative and attractive. - The resources are appropriate and of good quality and good condition. - There is an opportunity for children to work together on tasks. - The tasks provide appropriate challenge. - There is good pace to the lesson. - Pupils are praised - but not without reason. - The pupils are aware of the class rules. - Skills are taught thoroughly and effectively across the curriculum. - Class discipline is firm and supportive. - Class organisation and routines are effective. - Questioning and answering supports the learning. - All pupils' needs are recognised. - The pupils participate in the lesson. - The teacher is dressed appropriately for the activity. - Any safety issues are discussed clearly. - The pupils' work is respected. - Support staff are well managed. - The support staff are aware of the purpose of the lesson, the tasks and the results. - Support staff are involved in the planning and assessment activities. - Good use of ICT. - Pupils are dealt with fairly and safely. - Advice from different agencies e.g. Educational Psychologist is acted upon.	- The standard of planning is poor. - The teacher's knowledge of the subject is limited. - Time is not managed effectively. - The balance between different activities is not effective. - Sessions are too long. - The pace of the lesson is too slow or too quick. - Teachers talk too quickly and try to achieve too much in one lesson. - The work is not differentiated. - The pupils do not understand the purpose of the task. - The resources used are dull and uninspiring. - The pupils only revise work without purpose. - The tasks do not challenge the pupils. - The aims and objectives are not clear. - The tasks are not related to the aims and objectives of the lesson. - Skills are not taught or practiced. - The pupils are not encouraged to contribute to the lesson. - The resources / work is not targeted correctly towards the pupils' age, interest or ability. - Instructions are not clear. - The pupils wait a long time till they get the teacher's attention. - Discussion sessions are too long. - The lesson's activities are not linked to previous lessons / attainments. - The teacher does not ensure that the whole class makes progress (some are allowed to 'opt out'). - Support staff waste time.

Agreed by Headteacher _____

Agreed by Chair of Governors _____

Date of Issue_____

Dated of Review_____