



**Ysgol Gynradd
Gwaelod y Garth
Primary School**

TEACHING AND LEARNING POLICY

Dyddiad Polisi / *Policy Date:*

Mawrth / March 2026

Cyfrifoldebau / *Responsibilities:*

Pennaeth, Llywodraethwyr, Holl staff
Headteacher, Governors, All Staff

Inspire ~ Support ~ Achieve

Ysbrydoli ~ Cefnogi ~ Llwyddo

Purpose

The purposes of this policy are to:

- Promote and share understanding of what makes effective teaching and learning at Ysgol Gwaelod y Garth.
- Support the progress of all pupils.
- Provide an agreed basis on which to evaluate effectiveness in teaching and learning and so inform the school's self-evaluation process.
- Promote continuous professional development,
- To build the capacity of all leaders, practitioners and learners by encouraging the sharing of good practice.
- To improve the quality and consistency of learning experiences.

Our Vision for Teaching and Learning

Our **vision** is to provide an outstanding education, for all learners, that fosters academic excellence and personal growth. We aim to provide teaching opportunities that are engaging, challenging and consistent and learning experiences that are exciting, relevant and authentic. We aim to provide a stimulating environment which allows each of our children to flourish in our ever-changing world and to develop into resilient, resourceful, reflective, co-operative and independent learners. We believe that positive relationships underpin effective learning and aim to provide meaningful opportunities for pupils to contribute to decisions about their learning and school life.

At Ysgol Gwaelod y Garth we ensure all our pupils have authentic, rich learning opportunities, that support them in developing the skills and knowledge as described in Curriculum for Wales. At the heart of the curriculum are the Four Purposes and the aim of this policy is to support our learners to realise the four purposes that underpin our curriculum as they develop into:

- Ambitious, capable learners
- Healthy, confident individuals
- Enterprising, creative contributors
- Ethical, informed citizens

The four purposes are the starting point for all our decisions on the content and experiences we provide at a school. They influence how staff plan, teach and assess, thus providing the overall ambition for our children.

Our School Aims

At Ysgol Gwaelod y Garth, we plan authentic learning experiences to inspire and enthuse children to work independently and collaboratively to reach their goals. We identify and build upon strengths, enabling learners to apply their knowledge and

skills successfully. Our school is committed to upholding children's rights as outlined in the United Nations Convention on the Rights of Children (UNCRC), ensuring that every child is respected, valued and able to thrive.

We believe that children learn best when they: (see Appendix 1)

- are healthy and confident,
- are happy and feel safe, valued, respected and listened to,
- are engaged and appropriately challenged,
- are supported to acquire new knowledge, skills, concepts and attitudes, develop ideas and increase their understanding,
- are inspired and curious in their learning and sustain concentration,
- develop independent learning strategies,
- understand what they are doing, how well they have done and how they can improve,
- feel that they are successful learners.
- are aware of expectations.

At Ysgol Gwaelod y Garth, all pupils are entitled to:

- high quality teaching,
- authentic learning opportunities,
- effective, timely, feedback on their progress,
- advice and support for mental and emotional well-being.

At Ysgol Gwaelod y Garth, our teaching enables children to:

- develop lively, enquiring minds to question objectively,
- acquire relevant knowledge and skills,
- be responsible for their own actions,
- respect the rights of others as being equal to their own,
- understand and respect religious, moral and ethical values.

At Ysgol Gwaelod y Garth, we believe that all should have a passion for learning. To support this, we promote:

- a focus on developing learning, rather than transferring information and facts,
- collaborative learning, where learners learn from each other,
- active and interactive learning – use of resources such as whiteboards, number fans, that allow all pupils to participate,
- the development of thinking skills - especially questioning, planning, problem solving, creative and critical thinking,
- co-construction of success criteria, so that learners are aware of what they need to do to be successful,
- reflection of what has been learned and how the learning has occurred, with an understanding of what they need to do to improve and how to do it.
- assessment for learning strategies that focuses on next steps.

Effective Teaching and Learning

At Ysgol Gwaelod y Garth, we recognise that teaching is most effective when facilitators:

- demonstrate and model good knowledge, skills and understanding of the subject,
- challenge and inspire pupils,
- use methods, approaches and styles which enable all pupils to learn effectively,
- promote positive relationships and have high standards of behaviour,
- use time and resources effectively,
- assess pupils' learning thoroughly using a range of summative and formative assessments, using this information to plan effectively,
- provide effective and timely feedback to pupils on their progress,
- build strong home/school relationships to reinforce and extend what is learnt at school.

The Learning Environment

Learning and teaching at Ysgol Gwaelod y Garth takes place in an environment that:

- creates an atmosphere which is safe, positive and welcoming,
- is well-organised, clean, tidy and stimulating,
- is well-resourced and easily accessible to all pupils,
- has 'Our Learning Journey' boards to reflect current work, progress and the curriculum,
- has attractive displays boards to ensure learners are effectively supported,
- considers the layout of furniture which gives pupils as much work space as possible,
- provides flexibility between individual, paired, group work and whole class.
- promotes positive behaviour,
- encourages effective use of ICT equipment,
- promotes bilingualism, literacy, numeracy, and digital competence.

Children learn best when they have entitlement to the full range of the curriculum irrespective of ability or disability, social background, culture or gender. At Ysgol Gwaelod y Garth you will see:

- differentiated activities,
- formative and summative assessment methods,
- visual timetables,
- a range of rich resources,
- prompts which help children consolidate and extend thinking,
- effective deployment of teaching assistance to support children,
- resources which reflect a variety of cultures, beliefs and religions,
- provision which challenges gender, racial and cultural stereotypes.

Additional Learning Needs

Reasonable adjustments are essential foundations of teaching, assessment and support for all pupils. At Ysgol Gwaelod y Garth, reasonable adjustments:

- seek to engage and support the learning of ALL children,
- build on pupils' prior learning and responds appropriately to their voice,

- build from the skilful design of learning as children progress at their own pace,
- involves a curriculum that is constructed and renewed to deliver small and efficient steps of progression.

Our graduated response ensures that pupils with Additional Learning Needs receive timely, targeted support through a cycle of high-quality teaching, assessment, intervention and review, enabling every learner to make sustained progress. This includes:

- Ordinarily Available Provision which ensures that the learning environment is tailored to meet the needs of all children so they are able to make progress in learning and wellbeing,
- Targeted Intervention which may be additional to those provided through reasonable adjustments,
- Specific Intervention may be provided to support pupils with more complex needs.

The school may seek advice and support from other agencies to help with assessment and intervention for pupils.

Effective Teaching and Learning

Children learn best when they are making progress and are able to celebrate their achievements: At Ysgol Gwaelod y Garth, you will see:

- praise, encouragement and consistent systems of reward,
- children's work celebrated and displayed with care,
- children's assessment of their work, involving an understanding of ways forward in their learning.

Children learn best when they know what is expected of them. At Ysgol Gwaelod y Garth, you will see:

- aims and success criteria – pupils knowing what good looks like, and what they need to do to achieve it.
- clear instructions, focused learning and skills targets – knowing what to do to move their learning forward.
- teachers checking children's understanding – questioning, plenaries, self-assessment, pit-stops,
- the school's expectations explained clearly and consistently, in a way relevant to their age and level of understanding.

Children learn best when learning is relevant and they have a true sense of belonging. At Ysgol Gwaelod y Garth, you will see:

- visitors representing different sectors of the community – local and wider community,
- visits to places outside and within the local community,
- projects related to global issues,
- careers and work-related experiences.

The 12 Pedagogical Principles

At Ysgol Gwaelod y Garth, having a well-thought-out pedagogy supports pupils on building previous learning and the development of skills. It enables our pupils to get a thorough and deep understanding of their learning, and support them in applying these skills to their daily lives outside of the classroom.

This policy recognises the importance and value of the 12 Pedagogical Principles which underpin the Curriculum for Wales. We believe 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 AoLEs
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

To support the curriculum, pedagogy at Ysgol Gwaelod y Garth helps pupils to develop:

- a strong disposition to learning
- a growth mindset
- strong metacognitive skills
- critical, creative, problem-solving skills
- highly effective communication skills.

Planning and Preparation

In order to achieve deep and meaningful learning, staff will complete termly planning which will support staff to envision outcomes and fulfil expectations relevant to the topic and Statements of What Matters. It will be a guide for what pupils need to learn, how it will be taught, and how it will be assessed. Pupil voice ideas will be gathered to generate pupil ideas to inform termly planning.

Staff will complete fortnightly short-term planning which will include

- weekly activities
- assessment strategies
- differentiated strategies

Responsibilities

Learners will:

- follow the class expectations, rules and needs,
- contribute and engage in their own learning,
- take ownership of their own learning, reflecting on their achievements and understanding next steps,
- collaborate with others by completing purposeful peer assessment.

Teachers will:

- ensure they have excellent knowledge of pedagogy and topics which consistently challenges and inspires pupils,
- plan lessons that promote high-quality learning and with a clear view of pedagogy that promotes enquiry-based learning,
- provide appropriate challenge and employ excellent classroom management and organisational skills,
- ensure learning is tailored to individual needs, interests and attainment, so as to maximise pupils' engagement and enable excellent rates of progress,
- gather pupil voice and consider this when planning provision,
- ensure that a variety of pedagogies, learning technologies and resources are used, which encourages independent thinking and learning,
- ensure constant promotion of confidence through high expectations and ambition, which leads to the pupils assuming responsibility for their learning and behaviour.

AoLE leaders will:

- ensure that they develop a broad and balanced, enquiry-based curriculum, which prepares our pupils for the opportunities, responsibilities and experiences of adult life,
- lead and monitor the pedagogy within their AoLE and model good practice,
- ensure they are abreast of any updates and developments and share them with staff, by attending training and participating in research,
- ensure their area of learning is well-stocked with quality resources,
- create and evaluate action plans that feed into the school development plan.

Senior Leaders and Governors will:

- ensure that the school buildings and premises are best used to support successful teaching and learning,
- monitor teaching strategies in the light of health and safety regulations,
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment,
- ensure that staff development and performance develop review policies promote good quality teaching,
- monitor the effectiveness of the school's teaching and learning policies through the school self-evaluation processes. These include reports from AoLE leaders and the annual headteacher's report to governors as well as a review of the in-service training sessions attended by staff.

Parents will:

- ensure that their child has the best attendance record possible,
- ensure that their child has the necessary equipment for school, including the appropriate uniform and PE kit,
- do their best to keep their child healthy and fit to attend school,
- inform the school if there are any matters outside of school that are likely to affect a child's performance or behaviour at school,
- promote a positive attitude towards school and learning in general,
- fulfil the requirements set out in the home/school agreement.

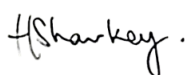
Quality Assurance of Teaching and Learning

At Ysgol Gwaelod y Garth, we have a reflective self-evaluating culture, where we reflect, conduct scrutiny of work and books, learning walks and lesson observations, to ensure we are consistently aiming to achieve the highest standards. These will be timetabled on the school's self-evaluation cycle.

Teaching and learning will be quality assured through:

- lesson observations
- work and book scrutiny
- listening to learners
- learning walks
- peer reviews
- evaluation of planning
- analysis of data
- progress reviews
- identifying the sharing of good practice within school

Cymeradwywyd y Polisi / Policy Approved by:



Helen Sharkey
Pennaeth / Head Teacher
Dyddiad / Date: 03.26



Dona Lewis
Cadeirydd y Llywodraethwyr / Chair of Governors
Dyddiad / Date: 03.26

Appendix 1: Children Learn Best when....

The following good practice reflection was created collaboratively with staff in considering the content of this policy

As we believe that children learn best when they are **happy and feel safe**, we aim to:

- Know our children well and show an interest in each pupil as an individual
- Tailor our curriculum to promote belonging and understand identity
- Foster healthy and close relationships and friendships amongst peers and with adults and within the broader community.
- Ensure that all pupils are represented in our curriculum and resources
- Ensure that our school is a safe, happy and fun place to be
- Regularly listen to pupil views, both systematically and incidentally
- Ensure that staff are always approachable, kind, available and supportive
- Regularly greet children by name and ask them how they're feeling
- Build, Maintain and, where necessary, Repair relationships

As we believe that children learn best when they are **healthy and confident**, we aim to:

- Create a warm, welcoming and safe environment
- Actively promote children's rights, teaching about and through rights
- Celebrate and recognise all successes and progress
- Promote healthy eating and physical activity
- Identify children who are vulnerable
- Listen to and observe children carefully

As we believe that children learn best when they are **engaged and appropriately challenged**, we aim to:

- Plan and provide a broad and balanced curriculum which engages all children, is interesting, relevant and meaningful to all children and has strong cross-curricular links
- Ensure that all lessons are interesting and inspiring for learners
- Ensure that there are high expectations of all children
- Ensure that all children are appropriately challenged to meet those high expectations through high quality differentiation and/or scaffolding
- Use effective and varied pedagogy which promotes excellent progress, including effective questioning, varied pupil grouping and outdoor learning opportunities
- Provide timely high-quality feedback to all pupils on their learning
- Ensure that pupils have ownership of their learning and are enabled to move their own learning forward
- Conduct regular learner reviews where pupils views are gathered and acted upon

As we believe that children learn best when they **are aware of expectations**. we aim to:

- Use clear, simple, child-friendly language and communicate expectations clearly
- Display expectations visually where needed
- Adopt consistent routines for daily tasks which are regularly reinforced
- Involve Children in creating the expectations

As we believe that children learn best when they are **supported**, we aim to:

- Provide high quality differentiation and scaffolding to ensure that all children are appropriately challenged
- Ensure assessment is thorough and effective in identify needs and next steps in learning
- Adapt teaching strategies to support the needs of all children
- Provide timely, specific and positive feedback
- Have a holistic knowledge of our children and their lives and listen to all children
- Plan additional interventions when needed
- Promote close home-school connections

As we believe that children learn best when they are **inspired and curious** we aim to:

- Ensure that our learning environments are welcoming, supportive and inspiring
- Adapt and tailor our curriculum and provision to current learning needs and interests
- Use a wide range of varied teaching strategies with a high degree of practical tasks
- Plan interesting and investigative experiences with opportunities to explore using cross-curricular activities and with close links to real life experiences
- Plan an inspiring curriculum which includes outdoor learning, educational visits and inspiring visitors to enhance interest and inspire
- Encourage children to take safe risks in their own learning journey
- Provide high quality and varied resources which are easily accessed allow children to be curious and independent in their learning
- Celebrate learning within the classroom and beyond
- Use the physical environment and displays to celebrate learning and promote curiosity
- Use a range of effective strategies to promote and sustain attention and concentration

As we believe that children learn best when they are **independent**, we aim to:

- Provide activities, tasks, encouragement and support at an optimum level
- Use intelligent and varied pupil grouping
- Encourage cooperative learning and joint problem solving
- Provide effective resources, tools and scaffolds to allow pupils to succeed
- Ensure that all learning tasks are achievable with support

As we believe that children learn best when they feel **successful**, we aim to:

- Break down learning into steps which are achievable for all
- Consistently use clear learning aims and success criteria
- Provide frequent, timely, specific and positive Feedback
- Celebrate effort as much as achievement and build a growth mindset
- Use peer support and collaborative learning to enable children to learn from and with each other
- Provide high quality differentiation and scaffolding which may be gradually removed
- Display, celebrate and draw attention to progress as well as final outcomes
- Encourage reflection on progress and what went well

Appendix 2: Characteristics of effective teaching

Planning

- detailed, thorough planning that clearly demonstrates the aim and the SC
- refer in detail to AoLE / framework skills
- almost all pupils understand the objectives
- part of a sequence of high-quality lessons
- high quality resources at hand
- involve children's voice in the planning process on a regular basis
- effectively differentiated activities taking into account children with ALN and MAT
- share and discuss the planning with TAs on a daily basis
- clear evidence of extending Literacy, Numeracy and ICT skills
- evaluations leading to the next stage of learning
- opportunities to develop each child's Literacy, Numeracy, ICT and thinking skills

Introduction

- deliver the aim and share the SC clearly ensuring understanding
- inspirational introduction
- excellent knowledge of the subject
- excellent learning pace
- constantly varying teaching methods
- thoughtful intelligent questions leading to extended answers from almost all pupils
- make specific connections with previous skills
- offer different interactive opportunities
- include regular AfL opportunities
- delivering bespoke challenges
- always eager responses from the children – ready to learn

Differentiation

- bespoke discrimination at all levels - clear SC
- planning additional provision for ALN and MAT children
- bespoke resources to support the learning
- challenging activities to inspire the learners
- children work well independently and in groups and make good progress
- almost every child is able to manage their learning time
- children lead the learning – e.g. explaining to a friend
- share very high expectations

Assessment / Marking / Feedback

- excellent use of AfL – all pupils understand how to evaluate and improve work
- AfL – children correct common mistakes and responding to additional challenge
- excellent balance between praise and constructive feedback
- peer marking happens constantly
- marking feedback refers to the SC and sets a challenge to develop the individual skills and targets
- children always respond to the marking
- each child is aware of and refers to their personal targets – targets achievable and renewed
- a teacher regularly rotates and marks the work with the children
- self-assessment regularly
- a bespoke challenge to regularly extend skills at the end of work

Appendix 3: Effective Teaching Checklist

Staff Characteristics	An inspiring hook	
	Recall of previous information	
	Effective questioning	
	High expectations	
	Effective modelling	
	Excellent knowledge of the subject	
	Excellent teaching pace	
	A variety of teaching methods	
	Range of interactive opportunities	
	Circle purposefully	
	Deepening the learning	
	Appropriate challenge	
	Clear aim/objectives	
	Sharing success criteria	
	Effective differentiation	
	Effective scaffolding	
	Interesting tasks	
	Oral feedback	
	Written feedback	
	High quality bespoke resources	
	Adapting teaching as required	
	Consideration of the 4 Purposes	
	Cross-curricular learning	
	Regular Assessment / AfL Opportunities	
	Effective use of staff	
	Effectively grouping pupils	
Pupil Characteristics	Almost all participate	
	Positive attitude to learning	
	Independent	
	Developing literacy skills	
	Developing numeracy skills	
	Developing digital skills	
	Self assessment	
	Peer assessment	
	Responding to feedback	
	Good progress during the lesson	