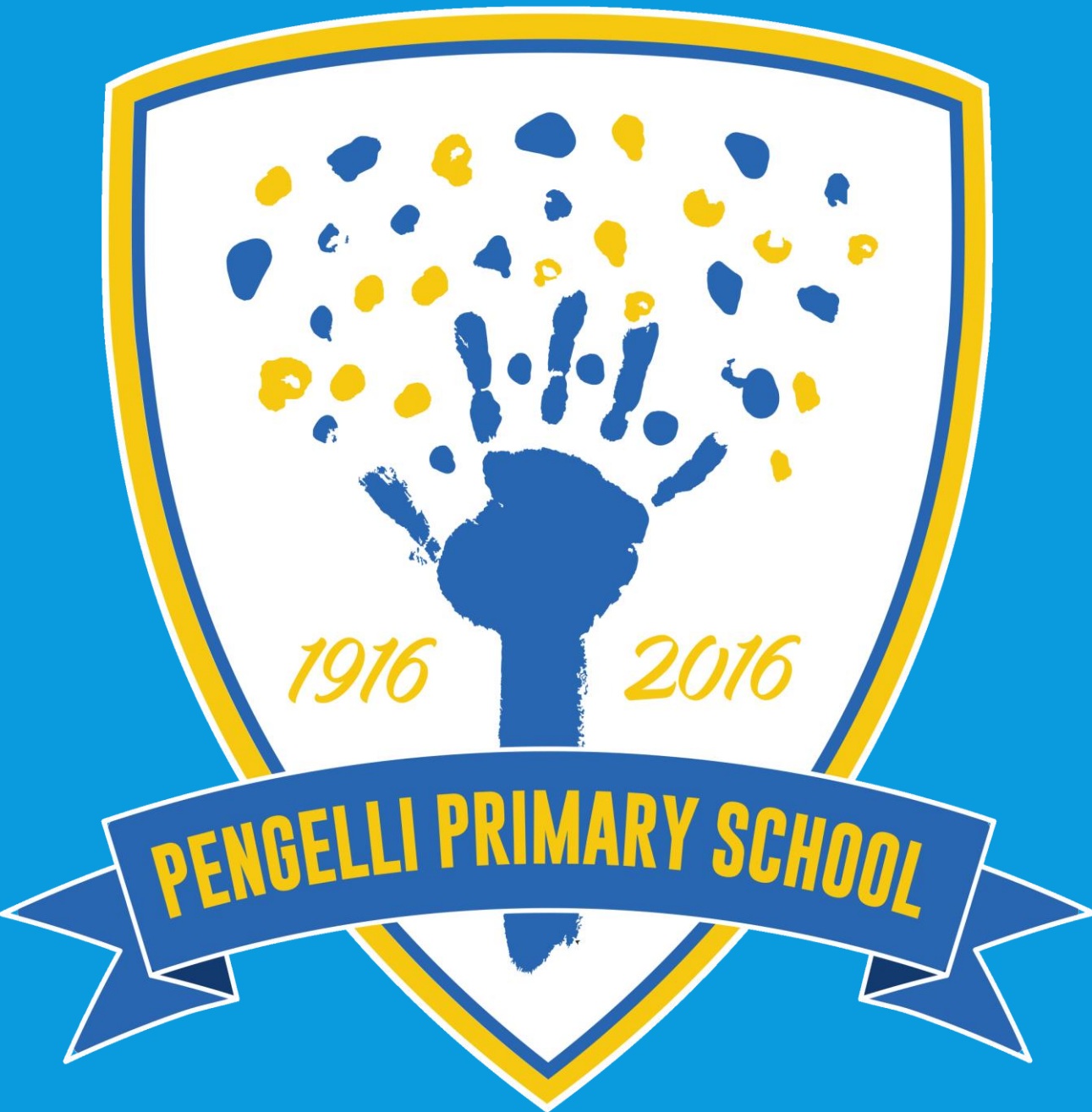




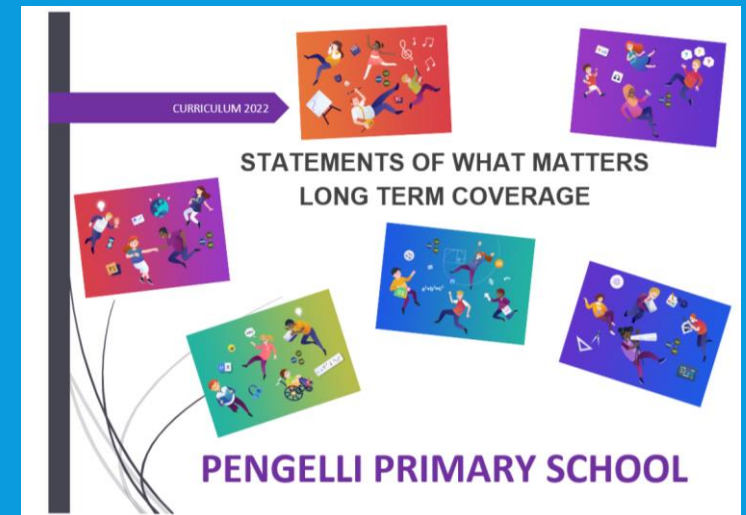
**TEACHING
FOR
LEARNING
POLICY
2024/25**

RATIONALE

This policy aims to bring together Pengelli's philosophy of Teaching for Learning in line with the New Curriculum 2022. We believe that children should feel happy, safe and secure throughout their school lives and if this is not the case, they cannot achieve their true potential. This has to be the starting point for all learning.

We recognise that our curriculum should:

- contribute to learners' realisation of the four purposes and acquisition of the integral skills which underpin them
- support the development of our learners' sense of identity in Wales
- be broad and balanced
- be appropriate for our learners, with regards to their age, ability and aptitude
- enable appropriate progression for all learners along the continuum of learning
- incorporate opportunities for the application of mandatory cross-curricular skills
- incorporate assessment for learners' progression
- draw on learner voice and respond to learners' needs, experiences and input
- fulfil curriculum requirements



AIMS

To achieve this we will:

- create a welcoming environment that promotes confidence and self-belief;
- provide an enriched, authentic curriculum which is appropriate for our learners;
- provide opportunities for every child to become ambitious, enterprising, confident and healthy learners utilising opportunities for developing creativity, problem solving, organisational and effectiveness skills;
- utilise every opportunity to develop the skills of numeracy, literacy and digital competence enabling each child to experience achievement at all levels;
- support the development of our learners' sense of identity in Wales through language, history and culture;
- build resilience and develop strategies which will help individuals manage their well-being;
- challenge learners to the particular needs of the individual at a particular time;
- develop the ability to work effectively with others;
- incorporate assessment for learning at all levels;
- Respond to learners' needs, experiences and input through pupil voice;
- Promote equity and respect for everyone, irrespective of belief, race and gender.



THE LEARNING ENVIRONMENT

The learning environment is the school as a whole and relates to physical surroundings **and** attitude. Children need the space and resources to work and the belief that they can learn free of fear of failure.

It is essential that there is a sense of order in each classroom – children need to be able to locate what they need when they need it and an element of choice is essential so that children gain independence in their learning.

Children need to feel valued and need to feel that they know the adults working with them – resilience is built when children feel confident to make their own decisions and know they will not be judged when they make mistakes.

A positive classroom environment is essential as it enables children to be inquirers and explorers and leaders of their own learning,

Classrooms are visually appealing, using bright colours on the walls, filling up display boards with students' work and thematic learning posters. Additionally, seating is arranged so that children can learn individually and in pairs as well as participate in a group activity.

Above all, a positive classroom environment helps improve attention, reduce anxiety, and supports emotional and behavioural regulation of children.



PLANNING PREPARATION AND ASSESSMENT

PLANNING AND PREPARATION

At Pengelli we recognise that the emphasis **MUST** be on what are the children going to learn rather than what is the teacher going to teach? Bearing this in mind, we have introduced the backwards planning model. It is based on three stages - what do the children need to learn: how can we assess what they have learnt; therefore, what do we need to teach?

STAGE 1 – IDENTIFY DESIRED RESULTS

What will pupils know, understand, and be able to do?

What content is worthy of understanding?

What are the big ideas?

What key knowledge and skills will pupils acquire as a result of this topic?

STAGE 2 – DETERMINE ACCEPTABLE EVIDENCE

How will we know if pupils have achieved the desired results?

What will we accept as evidence?

What different forms of assessment are acceptable?

How will pupils reflect upon and self-assess their own learning?

STAGE 3 – PLAN LEARNING EXPERIENCES AND INSTRUCTION

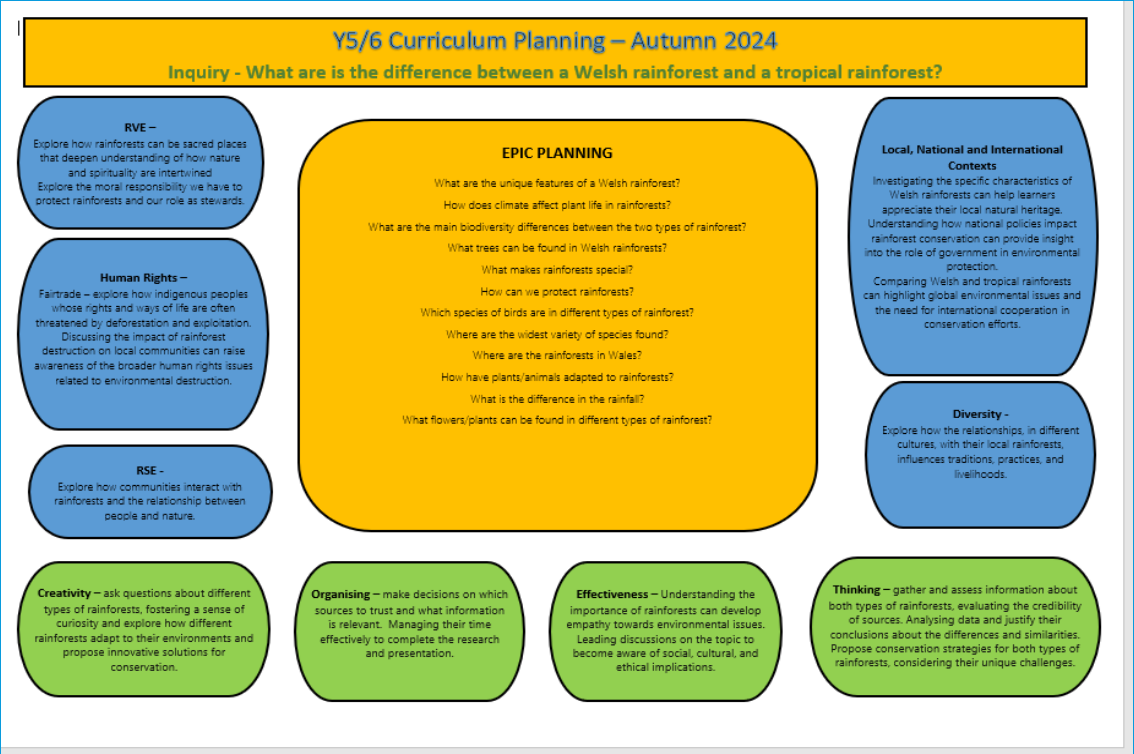
What activities will equip pupils with the needed knowledge and skills?

What will need to be taught and coached?

What materials and resources are needed?

All classes learn through topic based activities and the class teachers produce a medium term plan for each topic they deliver. Teachers take the requirements of the New Curriculum into account and will plan, using *cynefin* (belonging) as a starting point and bearing the four purposes, integral skills and cross curricular in mind at all times. Pupil voice is also important and children are heavily involved in the planning process – helping to lead learning in their classes. Medium term plans are linked to the New Curriculum developed for our school that focusses on skills and knowledge. Topics will vary in length, dependant on the level of learning involved. Teachers share the medium term plan with parents via Dojo.

Short term/weekly planning is arranged as a timetable and is to suit the needs of the class teachers/support staff



ASSESSMENT

The teacher utilises a variety of assessment procedures to monitor the progress of children. Assessment is essential when recognising next steps for children and is used to identify what children can and cannot do to assist planning a way forward.

Assessment should focus on identifying each individual learner's strengths, achievements, areas for improvement and, if relevant, any barriers to learning. This understanding should be used by the teacher, in discussion with the learner, to ascertain the next steps required to move learning forward, including any additional challenge or support required. This should be achieved by embedding assessment into practice in a way that engages the learner and makes it indistinguishable from learning and teaching. This allows the teacher to respond to the individual needs of the full range of learners within their classroom on an ongoing basis.

Assessment supports teachers in identifying the progress being made by an individual learner, recording this where appropriate, to understand their journey over different periods of time and in a variety of ways.

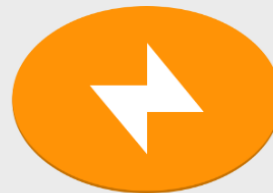
Assessment for learning techniques are built in to classroom practice on a daily basis and allow classroom staff to identify successes and difficulties and invariably allow staff and children to adapt learning immediately.

Book trawls enable staff to identify patterns in learning and speaking and listening to learners enables staff to identify the levels of understanding children have.

Teachers also use assessment tasks and formal tests to provide summative results at any given point to assist in the monitoring of a child's progress.



BENEFITS OF ASSESSMENT FOR LEARNING



**MOTIVATE
UNMOTIVATED
STUDENTS**



**RESTORE
STUDENTS DESIRE
TO LEARN**



**ENCOURAGE
STUDENTS TO
KEEP LEARNING**



**CREATE
INCREASED
ACHIEVEMENT**

Organising for Learning

- Children have the opportunity to work as members of groups, in pairs and individually.
- Children experience a range of learning activities.
- Pupils are encouraged to show a strong sense of mutual support within the work situation.
- Group size is matched appropriately to the task given.
- The composition of groups varies according to the task given e.g. friendship, ability, mixed ability.
- There are a wide range of tasks planned for performance in groups, problem solving, games and simulations and discussions.
- The teacher gives adequate guidance on the procedures and standards for group work.
- All work is conducted in a disciplined manner.
- Learning will be active with opportunities for thinking, challenging and bridging of learning.
- Children are made aware of the need to respect the views and feelings of others.
- Pupils are peer and self-assessing their work as part of assessment for learning.
- Assessment for Learning strategies are used as a matter of course. Pupils are taught to consider **how** they have learnt as well as **what** they have learnt. They are encouraged to use the following Assessment for Learning strategies: setting success criteria; peer/ self-mark; asking higher order questions; independent target setting; group working roles; think, pair, share; KWHL grid; Wyt ti'n Deall?; lollipop sticks; reflect using the success criteria; Must, Should, Could; purple pen of progress.



CHILDREN WITH ADDITIONAL LEARNING NEEDS (ALN)

Pengelli Primary School is an inclusive school.

Inclusion is defined as the process of increasing the participation of learners in their communities. Inclusion is a process not a fixed state. It is about ensuring fair and equal treatment for all.

Legal definition of ALN (Additional Learning Needs)

Children have a learning difficulty if they:

Have a significantly greater difficulty in learning than the majority of children of the same age

Children have a disability if they:

Have a physical or mental impairment and that impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (Equality Act, 2010) which prevents or hinders them from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools

If the answer is 'no' to both questions, the individual does not have ALN.

In the situation where a child's progress is not sufficient, it will be necessary to take some additional or different action to enable the learner to learn more effectively. The first response to insufficient progress would often be teaching targeted specifically at learners' area of weakness. All education settings are expected to put in place differentiated teaching or other targeted interventions designed to secure better progress where appropriate, for all learners. This is a fundamental element of high quality – but routine- teaching.

At Pengelli we:

- Have a whole school Universal Provision that addresses the needs of nearly all pupils.
- Ensure access to the whole curriculum and any extra-curricular activities
- Make sure early identification of a child with learning difficulties is made and acted upon
- Work closely with all stakeholders and support services to ensure the child receives the best support possible.
- Create one page profiles for all pupils – creating more detailed profiles for children with greater needs who are not necessarily ALN pupils
- Establish close communication links with parents to ensure we are all working together.
- Work closely with the child to ensure their needs and wishes are taken into account.
- Hold PCRs (Person Centred Reviews) for children with ALN which include everyone working with the child and the child and parents themselves.

The Child as an Active Learner

- The pupils take an active part in the lessons and demonstrate their developing independence and sense of responsibility.
- A high proportion of learning time is used to develop thinking using problem solving as a vehicle.
- Literacy, Numeracy and ICT are used across the curriculum linking to real life situations where appropriate.
- Children will communicate with a wide range of audiences working individually, in pairs, groups and as a whole class.
- When children arrive at the beginning of the lesson they take active steps to prepare for work.
- Children display initiative in finding the resources and equipment they need.
- Children display initiative in getting help with difficulties before seeking help from the teacher.
- Pupils take an active part in discussion in a measured and responsible way.
- Children frequently offer help to fellow pupils.
- Pupils are encouraged to follow up classroom work with further investigation. Where possible, homework is linked to the follow up work.
- Pupils are involved and absorbed so the teacher is sometimes able to step back from the process to observe and assess understanding
- The teacher gives time to training the children in the skills of personal organisation and in the skills of learning.
- Children accept substantial responsibility for the various housekeeping tasks of the classroom.
- Pupils are taught to be supportive talk partners.



Procedures for Learning

- The teacher operates an efficient system of management and control. This rests on firm arrangements and on appropriate procedures.
- The teacher has established procedures for the monitoring of each child's work, progress, and achievements. The school uses rich tasks, tests and assessment tasks. An appropriate variety of assessment methods are used – formative and summative.
- Marking of children's work is thorough, regular, and constructive, linking to the lessons' success criteria and observing the school's effective feedback policy.
- Feedback is given to the pupil, which is corrective, encouraging and maintains self-esteem in order that the pupil can build up knowledge about his/her own performance.
- Assessment is linked to the learning objective.
- Assessment for and of learning are approaches utilised in the classroom on a daily basis.
- There are opportunities for children to assess their own work and progress.
- Pupils are encouraged to help in decision making about the organisation of the work.
- All staff handle minor lapses in pupil behaviour in a competent way using Restorative Practice approach, demonstrating alertness, sure judgement, and confidence.
- The teacher copes with the complexities of classroom life in a calm and confident way.
- The teacher uses positive reinforcement (praise, incentives, and peer support) to help overcome problems caused by disruptive pupils.



Teacher/ Teaching Assistant as an Educator

- The teacher/teaching assistant demonstrates personal qualities, skills, and subject knowledge that will enhance the children's learning in a stimulating caring environment.
- Where possible, the teacher/teaching assistant shows spontaneity, flexibility and an ability to respond creatively to events where appropriate.
- The language used by the teacher/teaching assistant is measured for its accuracy and its appropriateness.
- The teacher/teaching assistant's instructions, descriptions, and explanations are brief, clear, and relevant to the child's age and ability.
- As a result of the teacher/teaching assistants' communicative skills, the children are eager to participate in all class activities.
- The teacher/teaching assistant uses a range of effective questioning in order to involve every child, thereby raising the level of children's thinking and reasoning.
- The teacher/teaching assistant demonstrates a sound knowledge of subject matter and can draw on a large repertoire of examples, illustrations, anecdotes, and vivid details.
- A variety of appropriate teaching and learning styles are used to enhance the children's learning experiences.
- The teacher/teaching assistant shows an interest in each individual child.
- The teacher/teaching assistant encourages pupils to have mutual respect for one another.
- The teacher/teaching assistant creates a secure environment to enhance trust and understanding.
- The teacher/teaching assistant uses praise and encouragement to promote positive attitudes towards learning.
- The teacher/teaching assistant values contributions made by the pupils and uses them appropriately.



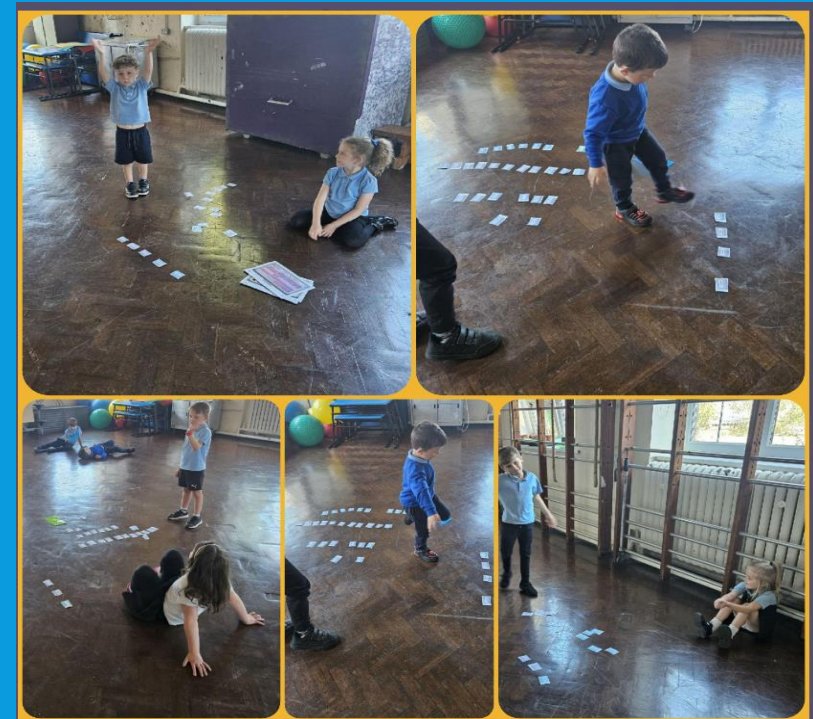
- The teacher/teaching assistant treats pupils with respect and adopts a fair approach towards discipline.
- The teacher/teaching assistant creates an atmosphere where the child is confident in approaching for advice or explanation.
- The teacher/teaching assistant and child understand that a light-hearted approach is sometimes appropriate.
- All children are challenged with appropriate tasks.
- High expectations are clearly communicated to the children.
- Thinking skills and independent learning are effectively developed where the teacher/teaching assistant acts as a facilitator of learning.
- Assessment for Learning strategies are utilised, encouraging pupils to know where they are, where they need to go next and how to get where they need to be with their learning`
- Children's progress in the lesson is monitored.
- Children's work is marked daily linked to the lesson's success criteria with constructive feedback given.
- There is an appropriate balance between teacher/teaching assistant/pupil inputs.
 - There is a mutual respect between every child and the teacher/teaching assistant.
 - Teacher/teaching assistants cooperate and work collaboratively together to plan for continuity and progression.
 - Teacher/teaching assistants receive a range of good quality Professional Learning opportunities to enhance their teaching skills.

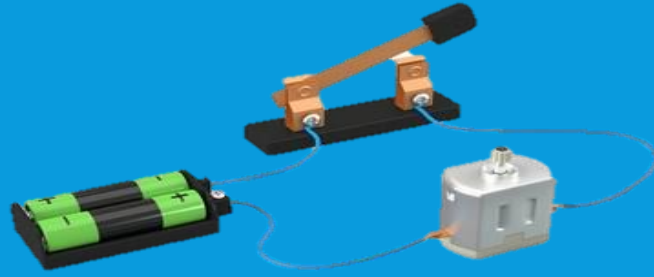
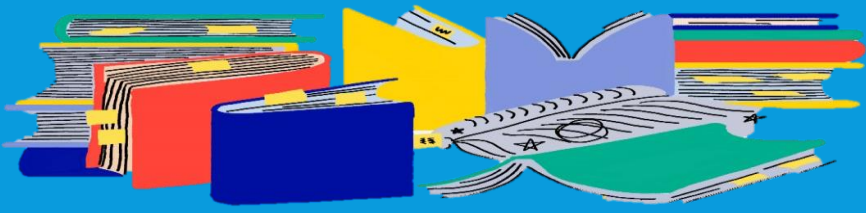


The teacher as a facilitator of learning.

Use of time

- The beginning of the lesson is smooth and prompt.
- Children's interest, attention, and involvement in the lesson are maintained for the length of the lesson.
- The pupils spend a high proportion of their time engaged on their learning tasks. The lesson has rigour and pace.
- The pupils experience a high degree of success during their engaged time.
- The teacher maintains a good balance in the use of time on observation, organisational, and teaching tasks.
- A high proportion of the learning time is spent with the children explaining, questioning, describing, and illustrating.
- The teacher has delegated to pupils responsibilities and tasks that are within their competence.
- There is evidence that the teacher plans ahead so that time in lessons is used most effectively.
- The teacher regularly reviews the conduct of lessons in terms of the effective use of time by teacher, teaching assistant and children.





Learning Resources

- The classroom has resources of sufficient quantity, quality, and variety in order to give maximum support to the teaching programme.
- Classroom resources are organised and stored in a way that helps pupils find and use them e.g. maths, reading, ICT, art.
- Pupils should develop a high level of skill in the handling and use of resources.
- Each classroom should have adequate resources for all areas of the curriculum e.g. group sets, individual copies etc.
- All resources should be of good quality appropriate to age/ ability of pupils challenging and stimulating and differentiated to match the needs of individual pupils.
- Some shared resources, particularly science, for teachers and pupils are held centrally.

