

Our Lady and Saint Michael's RC Primary School



Ysgol Gynradd Gatholig y Forwyn a Sant Mihangel

Teaching and learning policy.

We live, we love, we learn, we grow in Jesus.

Byw, Caru, Dysgu, Tyfu yn yr Iesu

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Teaching and Learning Policy Aims

The aims of this policy are to:-

- Promote and share understanding of what makes effective teaching and learning and ensure pupil entitlement.
- Promote the progress and well-being 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.
- Support continuous professional development.
- Contribute to the effective delivery of performance management within the school
- Share good practice.
- Influence the school's improvement plan for improvement by informing curriculum planning and assessment.

Rationale

Teaching and Learning are at the centre of school life. Teaching is the means by which we offer, and put into practice, a curriculum which is broad and balanced, meeting the current requirements of the September 2022, 'Curriculum for Wales.'

The school has successfully developed, trialled and is constantly modifying its own bespoke curriculum aligned to Curriculum for Wales, using a variety of curriculum models, with the Four Purposes and the six Areas of Learning and Experience (AOLEs) at its core. Our curriculum is called the WWW curriculum , We live in Abergavenny, We love our country and We learn about our World. This curriculum ethos is directly related to our school mission statement-

'We live with Jesus, We love with Jesus, We learn with Jesus and We grow with Jesus.'

This element within the school curriculum means that children will learn at an intrapersonal level, an interpersonal level, a societal level and finally at a Global level.

Since January 2024 our curriculum has been modified to produce a curriculum that covers a 2 year cycle with the 6 AOLE being drivers each term for the 6 terms included over the 2 years. Around these driver AOLE's the remaining AOLE's support pupils access to curriculum development.

'Curriculum for Wales,' will provide opportunities, allow curiosity, enable independence and challenge, aiming to be engaging, inspiring and motivating for all learners.

This policy outlines the good practice expected of all teachers and staff and should enable individuals to reflect upon their own strategies and style of teaching. It will

also influence the way the curriculum is taught and ensure that our pupils experience a consistent approach throughout the school. This policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Our Lady and Saint Michael's RC Primary School (OLSM) provides a range of creative, rich learning experiences driven by the Four Purposes. Pupils are encouraged to be:

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

Curriculum reform is a key feature of the school's improvement processes. In recent years we have:

- reviewed planning in light of Welsh Government recommendations and implemented changes to our curriculum aligned to curriculum transformation
- ensured a sound understanding of the pedagogical principles and devices aligned to Curriculum for Wales, with a focus on metacognition, skills acquisition, assessment for learning, creativity and pupil voice
- aligned planning to the four purposes, Statements of What matters, Principles of Progression, and Descriptions of Learning which highlight the Knowledge, Skills and Experience within each AOLES
- Investigated and implemented a range of curriculum models to meet the needs our new curriculum
- continued to raise the profile of assessment for learning
- Developed the use of the Pedagogical Principles

Pedagogical principles

The 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

To support the curriculum, pedagogy should help learners to develop:

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

The learning environment is a key enabler for the curriculum. It should:

- encourage learners to be independent, to have a say in their own learning and to take increasing responsibility for it (pupil voice)
- include all learners
- allow learners of all ages to experience authentic learning opportunities both indoors and outdoors
- enable learners to apply, use, consolidate and extend skills
- be secure and safe

To support this, practitioners should:

- form positive and respectful relationships with learners and support good relationships between peers
- respond to all learners
- plan engaging and developmentally appropriate learning opportunities informed by regular observation and ongoing assessment of learning and the learner's stage of development
- prompt learners to think about and reflect upon their learning in order to extend thinking and make connections
- challenge learners and have high expectations
- actively engage with parents, carers and the wider community as partners in learning
- be reflective and seek to engage in ongoing professional learning

Foundation learning: key features of successful pedagogy

Effective, learner-centred **pedagogy**, underpinned by the **twelve pedagogical principles**, should be responsive, dynamic and embedded in strong relationships.

Practitioners should build on these principles to support learners in their progression, by providing consistent opportunities for the following key features.

Play and play-based learning

Play is a fundamental **right** for all learners. Children have a strong desire to play. Through play and playful experiences, learners are able to find ways to experience a range of emotions and learn about the world they inhabit with others.

Play and play-based learning supports holistic development across the curriculum. It should be valued by all practitioners as both an end in itself and as something that they should observe closely with the clear aim of seeing how it can enhance learning.

Being outdoors

Being outdoors supports social, emotional, spiritual and physical development, as well as providing authentic opportunities for learners to develop and consolidate **cross-curricular skills**.

The outdoors provides opportunities to inspire awe and wonder, and allows learners to be themselves in open, relaxed and stimulating spaces.

Observation

Observation should play a key role in the everyday practice of practitioners. Through it, they will gain a greater understanding of the needs, skills and progress of individuals and groups of learners. Observation should maintain a focus on learners' present needs and practitioners should resist the temptation to rush through skills, knowledge and experiences as this can have an adverse effect on learning.

It is important that practitioners understand that learning is not linear and that different learners are likely to progress in markedly different ways. Practitioners must recognise this and allow for a variety of diversions, stops and spurts during the learning journey.

Authentic and purposeful learning

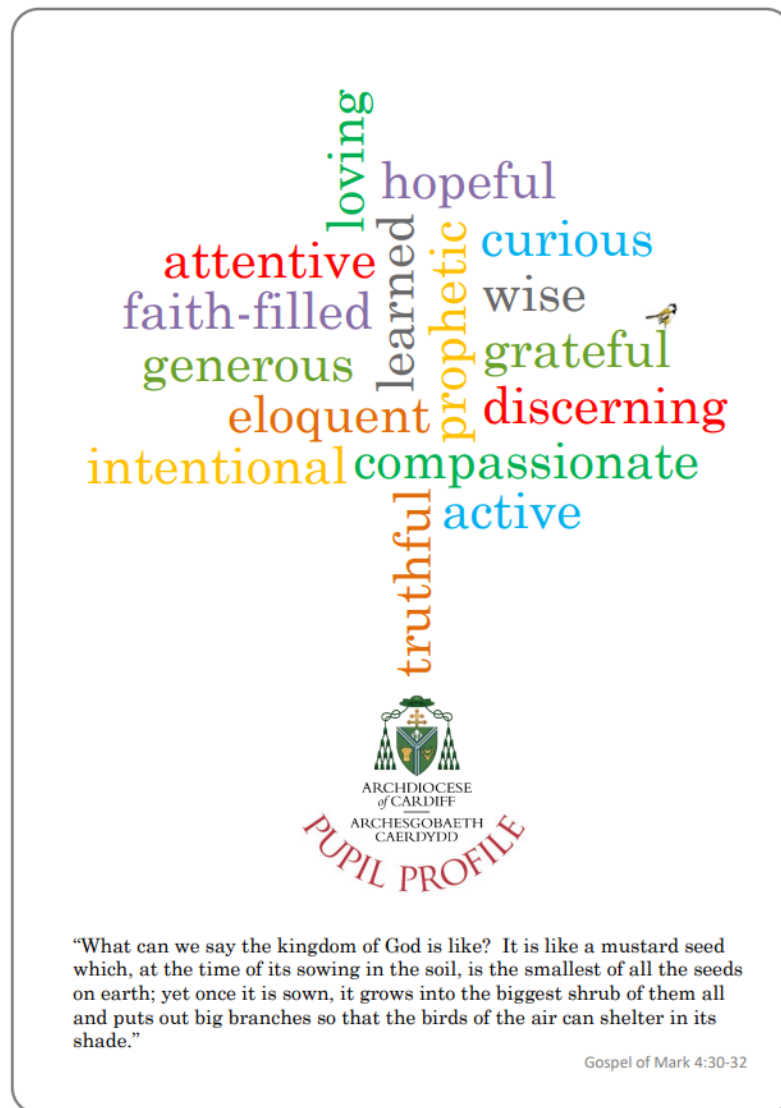
Learning is most effective when learners are actively engaged in experiences that stimulate their interest, ignite imagination, inspire curiosity and promote positive dispositions. These experiences should encourage learners to investigate, explore, create and be active participants in their learning. Relevant and meaningful experiences that are rooted in real-life contexts will enable learners to make connections, apply knowledge and consolidate skills.

OLSM Teaching and learning Philosophy

Our school is a place of learning where everyone has the opportunity to develop their skills and talents, to reach their potential and achieve excellence, irrespective of ability, disability, social background, culture or gender. We aim to produce learners who are motivated and effective, increasingly more responsible for their own learning, able to make use of the new technologies and to learn and apply new skills effectively throughout their lives, whether in school, the workplace or at home.

Through everything that occurs with the school, Gospel values are the foundation.

Core values-pupil profile.



At OLSM school we believe that the above core values are a vital part of everyday school life and can be highlighted appropriately throughout the school year to support our pupils teaching and learning. More information on the use of the core values can be found at [The Jesuit Institute - Jesuit Pupil Profile](#)

ALL staff are dedicated to the nurturing and development of ALL children. We are passionate about teaching the skills, attitudes and values that will enable them to live healthy, happy and fulfilling lives, now, and in the future. Everything we do must work for our children and their learning! Learning and teaching are processes of co-operative teamwork and the involvement of parents, governors and others in the community is welcomed and encouraged.

Effective Pedagogy for Pupils

For teaching and learning to be successful and motivating for teachers and learners alike, it should promote: -

- A focus on developing authentic learning rather than merely transferring information and facts.
- Collaborative learning where learners learn from each other in pairs and small groups.
- Active and interactive learning – use of a variety of resources that allow all pupils to participate.
- Develop thinking, especially questioning, planning, problem solving, creative and critical thinking skills.
- Determining success criteria so that learners are aware of what they can do, what they need to do to improve and how to do it.
- Reflection of what has been learned and how the learning has occurred.
- Assessment for learning strategies that focuses on next steps.
- Opportunities to experience authentic learning from the local and wider community.

We believe that children learn best when they: -

- Are happy, feel valued, respected, and cared for.
- Are engaged, appropriately challenged, stimulated, and extended.
- Are motivated to work to the best of their ability.
- Show interest in their learning and sustain concentration.
- Make progress from their starting point and achieve success.
- Develop independent learning strategies.
- Understand what they are doing, how well they have done and how they can improve.
- Are given tasks which initially match and then extend their ability.
- Are confident, feel secure and are aware of expectations.

All pupils are entitled to: -

- High quality teaching
- Effective and useful feedback on their progress.
- Clear and helpful targets for improvement.
- Advice and support.

In our teaching we enable children to: -

- Develop lively, enquiring minds to continually question and investigate
- Acquire knowledge and skills relevant to adult life.
- Be responsible for their own actions.
- Be aware of their effect on others.
- Respect the rights of others as being equal to their own.
- Understand and respect religious, moral and ethical values.

Planning for learning and progression

An illustration of the long term topic plan is found in **Appendix a.**

An example of medium term planning is found in **Appendix b.**

Weekly planning examples are located in **Appendix c.**

Effective Teaching and Learning

We recognise that teaching is most effective when teachers: -

- Demonstrate and model good knowledge skills and understanding when presenting and delivering sessions/topics.
- Challenge and inspire pupils.
- Use methods, approaches and styles which enable all pupils to learn effectively.
- Manage pupils well and secure high standards of behaviour.
- Use time, support staff and other resources effectively.
- Assess pupils' learning thoroughly and use assessments to help and develop pupils' progress.
- Set targets alongside pupils.
- Use assessment evidence to plan effectively, setting appropriate objectives that pupils understand and share success criteria.
- Use home/school liaison effectively to reinforce and/or extend what is learnt in school.

All teachers are entitled to: -

- A working environment where the values and the dispositions of the Professional Teaching & Leadership Standards are central to the school's culture.

- Regular evaluation of their work.
- Feedback on their effectiveness.
- Professional development opportunities which support their continuing effectiveness and the needs of the school and the community
- Regular opportunities for consultation and feedback on core school priorities through meeting, Performance Management, school policies and procedures.

Teachers need to arrange time to observe, assess, reflect and review achievements with each child on a regular basis. The child should be involved in this process by the encouragement of self-appraisal, target setting. Assessment is an integral part of the teaching and learning process.

EAS Improving the quality of teaching and learning.

To ensure and maintain a consistent approach to teaching and learning as discussed above, the school will use the EAS 'Improving the quality of teaching and learning document.'

The outline of the document which has been designed to support effective teaching and learning as a key enabler of curriculum reform is set out in **appendix d**.

Our Learning Environment

Children learn best when they feel happy, secure, confident and valued.

There will be evidence in the classroom of: -

- Familiar routines.
- Praise and respect for others and our environment.
- Talking and listening to adults and each other.
- Increasing independence and responsibility.
- Enthusiastic, creative, and self-motivated pupils learning.
- Positive attitudes towards taking risks in their learning.
- Challenge and high expectations for all learners.
- Teaching adapted for a range of learning styles.
- Effective deployment of teaching assistants supports effective teaching and learning for all.
- Resources which reflect a variety of cultures, beliefs, and religions.

Children learn best when their surroundings are natural, inviting, and interesting.

There will be evidence in the classroom of: -

- Displays reflecting the range of AOLEs in ways that are accessible to all.
- Children's work being valued and celebrated.
- Interactive, attractive displays where the children's work is the focus and not the display board.
- Opportunities to be imaginative and creative.
- Wide variety of activities.
- Well-resourced and defined areas within each classroom.
- Development of active listening skills.
- Opportunities for reflection and concentration.

Children learn best when they can work collaboratively as well as independently:

There will be evidence in the classroom of: -

- Individual and collaborative work time allowed for children to consolidate and extend their own learning.
- Flexible groupings related to the task in hand – mixed, set, ability, peer grouping, preferred learning style.
- Child influenced learning.
- Tasks which promote problem solving, creative and critical thinking skills.
- Opportunities for practical activities reflected across the curriculum.

Children learn best when they know what is expected of them and work is matched to individual needs:

There will be evidence in the classroom of: -

- Clear instructions and focused learning and skills targets.
- Teachers checking children's understanding through continuous assessment.
- The school's expectations and consequences clearly displayed in a way relevant to their age and level of understanding.
- Boundaries for behaviour and mutual respect.
- Work planned for different abilities and pupil progressive styles.
- A range of appropriate, accessible resources.
- Accessible learning areas which reflect a range of abilities.

- Children engaged and on task.

Evaluating our effectiveness, we recognise that teaching should always be evaluated in terms of its impact on pupils' learning, their progress and what makes it successful. Learning should be evaluated as effective when it secures good progress for all pupils.

Teaching and Learning can be evaluated through: -

- Identifying the sharing of good practice within school.
- Monitoring the range of teaching and learning activities.
- Review and updating pedagogy through Professional Learning Journeys.
- Evaluation of the effectiveness of any training undertaken.
- Assessment records and evidence.
- Monitoring cycle including Classroom observations, Work Sampling, learning walks, planning Listening to Learners.
- Continuous observation of pupils in all aspects of their learning and experience.
- Use of a range of AFL strategies including self and peer assessment.
- Data analysis.
- Evaluated work scrutiny.
- Staff, pupil, and parent interviews/questionnaires/consultations.

The role of governors

Our governors support, monitor and review the school policies on Teaching and Learning.

They:

- support the use of appropriate teaching strategies by allocating resources effectively.
- 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 management policies promote good quality teaching.
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports/presentations from subject leaders, headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

The role of parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- hosting parents' workshops and open mornings to explain our school strategies.
- providing parent consultation evenings for individual feedback twice a year.
- sending information to parents via newsletters and identified online platforms outlining work that the children have been carrying out and what is coming up.
- sending annual reports to parents in which we explain the effort and achievement made by each child and indicate how the child can improve further.
- working with parents to show how they can support their children with homework. We suggest, for example, phonic activities, shared reading strategies, and support for older children with their projects and investigative work.
- Providing helpful guides to support home learning.
- Ensuring all pupils have access to Hwb and parents understand how to log their child on and access Google classroom, J2 package and Bug Club.

We believe that parents have the responsibility to support their children and the school in implementing school policies.

We encourage parents to:

- ✓ ensure that their child has the best attendance record possible and to understand the importance of high attendance
- ✓ ensure that their child is equipped for school with the correct, uniform and PE kit
- ✓ inform school if there are 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

Equality Statement

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, colour, ethnic origin, religion, ability, disability or any aspect of their social/cultural background. Furthermore, the school community is committed to countering all forms of racial prejudice and discrimination. All the practices and procedures detailed in this policy are designed to be inclusive and promote equal opportunities and cultural diversity.

MAT Statement

In OLSM, 'more able and talented' encompasses an identified proportion of the total school population and is used to describe pupils who require enriched and extended opportunities across and beyond the curriculum in order to develop their abilities in one or more areas. In OLSM there will be a group of pupils who require greater breadth and depth of learning activities than is normally provided for the usual cohort of learners.

Monitoring, Evaluation and Review of the Policy

The policy will be monitored, and its success evaluated by the Senior Leadership Team, the staff and the Governing Body. A review of the effectiveness of the policy will be carried out involving all staff.

Appendix a.

<u>Term</u>	<u>AoLE Focus</u>	<u>Topic Title</u>
Autumn 1	LLC	Tales of Wales
Spring 1	Expressive Arts	Express Yourself!
Summer 1	Health and Well-being	Going for Gold
Autumn 2	Humanities	Our Town, Our Country, Our World
Spring 2	Maths and Numeracy	A Journey through Numbers!
Summer 2	Science and Technology	Blue Planet

Appendix b

Reception	Topic - Going for Gold
LLC	Text: What the Ladybird Heard - Label a farm map - Explore rhyming words- matching activity - Make a prediction about what happens in the story- hen's eggs have been stolen, learners to act as investigators to predict what may have happened - Retell the story orally using pictures to aid recall - Retell the story through creating a story map - Create a storyboard of the story using pictures and simple sentences - Instructional writing- write a recipe for a healthy snack - Poetry: Flip Farm Farm Poetry - Welsh- Beth wyt ti'n hoffi? Link to what sports we like - Welsh- Pa siap? Link to shapes of the animal pens on the farm - Welsh- Pwy Biau'r? Who owns the...? Link to who owns the animals in the story - Welsh- Beth wyt ti eisiau? What do you want? Link to food that keeps us healthy/revision of Ga i
M & N	- Time- how long activities take- timing completing physical activities such as star jumps, running on spot, how many catches - Capacity- healthy drinks- full, empty, holds more/less than - Weight- heavier/lighter- weighing different healthy food items - Explore movement and direction- position- linked to where the animals are in the story - Money - paying for healthy food items
S & T	- use j2e to create pictogram of our favourite sports - effect of exercise on our bodies - use beebots to navigate map of a farm - life cycle of a ladybird - Identifying minibeasts and habitats (linked to the ladybird in the story)

H	- Farm to Fork- where our food comes from - Create a shopping list of healthy food items - Planting seeds to grow our own foods- instructions in Welsh - Where do we buy food from- history of supermarkets- Gwallia Stores? - Design own farm map - Focus on another Olympic country- looking at what healthy foods they eat, what sports they enjoy, flag, language - What is Fairtrade- linked to fairer farming - Talk from Stacey for how she orders - how she makes the menu healthy for us
Ex A	- Create a farm animal dance and movements - Create farm animal art using our footprints - Acting out/creating soundscapes/freeze frames from What the Ladybird Heard story
H & W	WMS 1 Developing physical health and well-being has lifelong benefits <i>- I am beginning to make connections between my diet and my physical health and well-being</i> <i>- I am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and well-being and I am beginning to know how to respond and get help.</i> • Healthy eating- design a healthy lunchbox- make connections between diet and physical wellbeing • Make a healthy snack- trying foods - salty, sweet, smell, bitter etc • Sort foods into healthy/not healthy

Appendix c.

Our Lady and St Michael's RC Primary School



Year Group: Example
Teacher:
Date: week commencing

9:00-9:10 Reg, morning prayer - O my God you love me'	Session 1 9:10-9:30	Session 2 9:30-10:30	Session 3 11:00-12:00 (Before lunch prayer... Bless us O God')	Session 4 1:15 (After lunch prayer... 'Diolech y ti') Reg, Meditation & Toothbrushing	Session 5 2:30-3:00 3:00-3:30 - Helpwr Heddiw, end of day prayer... God our Father.
Monday	Phonics: ck digraph Review: Revise <u>satpoin</u> sounds Teach: ck- as a digraph and single sounds. Use jolly phonics <u>rhyime</u> to reinforce understanding. Practise: Formation of the digraph on WBs Apply: Sound out and write words using ck eg sack, pack, pick, sick.	LLC/MN/ST/H/HW/EA /RE Nod: I can label a map of the farm. Introduction: Hook – Learners to arrive in class to the large map of a farm and noises playing. Teacher to use it to start discussions Q – What do you think it is? Tell your talking partner what can you see? Activity: HA - Learners to have individual maps and sticky 'labels'. Learners to sound out CVC words carefully	LLC/MN/ST/H/HW/EA /RE Nod: I can add the value of coins to find a total. Introduction: Tapas warm up Counting forwards and backwards in English and Welsh Identifying value of coins within 10p Use the how much money in my piggy bank ppt to teach adding coins. Activity: HA - Play the rolling coins board game in pairs. Throw	LLC/MN/ST/H/HW/EA /RE Nod: I can retell the story of Doubting Thomas. See RE planning week commencing 15th April 2024 Skills: Skills: 4 P - AC 2, EI 5 L - 36, 37, 38, 49, 51 N - DCF - 11 OFBL-Pwy sy yn yr stori? Pa disciple? Ble mae Iesu nawr? Amser <u>siaradwch</u> gyda <u>phartner</u> .	Reading Carousel Follow the reading timetable and carousel as planned.

Our Lady and St Michael's RC Primary School



Year Group: Example
Teacher:
Date: week commencing

		with emphasis on correct letter formation. MA - Learners to work collaboratively to create labels for a group farm map. Sound out and write the sounds/words. LA - Learners use Oracy 21 talk tokens to discuss what they can see and add small world animals- adult support to mark make labels and add to a farm map. Skills: 4 P - AC 1, 2, EI 5 L - 6, 37, 39, 45, 49, 51 N - DCF - OFBL- Ble mae annifalliad? Pa siap?	the dice - when you land on a square add the coins and say the value. Video/photos for evidence on Seesaw. MA - How much money is in my jar? Learners will need to count the coins in the jars and write the values underneath. LA - LSA to put coins into the piggy bank. Learners to empty the piggy bank and count the coins, Sawl un? Use pennies only. Skills: 4 P - AC 5, 6, 7 EI 5 L - 1, 6 N - 1, 2, 18, 21, 22 DCF - 11 OFBL- Pa arian? Sawl un? cyfrif gyda mi.		
Tuesday Class Liturgy	Phonics: e Review: Review <u>satpoin</u>	LLC/MN/ST/H/HW/EA /RE	LLC/MN/ST/H/HW/EA /RE	LLC/MN/ST/H/HW/EA /RE	Reading Carousel

EAS Improving the quality of teaching and learning

Figure 3: Improving the quality of teaching: a key enabler to curriculum reform

