

Ysgol Gynradd

Tre Uchaf



Teaching and Learning Policy

Belong, Believe- Be the best you can be!

Our Vision for Tre Uchaf Primary School

Everyone belongs to our school family. We encourage all our children to believe in themselves and to be the best they can be! We will nurture, empower and inspire children, value their contributions, and give them every opportunity to shine. We will help them to build confidence, knowledge and a love of learning. Together they will learn today for a better tomorrow!



Good teaching and learning:

1. Focuses on the 4 purposes of the curriculum.
2. Challenges pupils to sustain their efforts to reach high but achievable targets.
3. Employs a broad repertoire of teaching approaches.
4. Promotes problem solving, creative and critical thinking.
5. Builds on previous knowledge and experience and engages pupils' interest.
6. Creates authentic contexts for learning.
7. Employs assessment for learning principles.
8. Makes connections within and across Areas of Learning and Experience.
9. Reinforces Cross-curriculum responsibilities including literacy, numeracy and digital competence.
10. Encourages pupils to take ownership of their own learning.
11. Supports social and emotional development and positive relationships.
12. Encourages collaboration

The Four Core Purposes underpin everything that we do in school, within the formal curriculum and through the ethos which we create. Our aims for our children are linked closely to the Four Core Purposes as follows:

<i>Core Purposes</i>	<i>In Tre Uchaf we aim to enable pupils to...</i>
<i>Ambitious, capable learners, ready to learn throughout their lives</i>	<ul style="list-style-type: none">• Be confident in the basic skills of speaking, reading, writing and mathematics• Know how to find the information they need

	<ul style="list-style-type: none"> • Become more independent and responsible as they grow older
<i>Enterprising, creative contributors, ready to play a full part in life and work</i>	<ul style="list-style-type: none"> • Gain practical skills which will help them in their lives • Become critical and creative thinkers
<i>Healthy confident individuals, ready to lead fulfilling lives as valued members of society</i>	<ul style="list-style-type: none"> • Respect themselves, each other, adults and the environment • Get along well with each other • Be honest and kind • Be safe, fit, happy and healthy • Understand their own and others feelings and be confident in saying how they feel
<i>Ethical informed citizens, ready to be citizens of Wales and the world</i>	<ul style="list-style-type: none"> • Celebrate the Welsh culture and use the Welsh language • Know about and contribute to their local community and the wider world • Enjoy new challenges, new people and new places and to appreciate diversity

Learning

Families and Early Learning

Learning begins before children enter school. Families and carers are the first educators and the part they play in a child's education is fully respected by staff in Tre Uchaf. Through working closely with parents, right from the beginning of their time with Tre Uchaf, we find out what the children can do and what they enjoy, to ensure that we build on where they are. Before children are admitted to Nursery our Nursery teacher visits the home to meet the family and the child. This allows children to feel secure on their first contact with school and is followed up by a parent and child taster visit to the class. This partnership continues throughout the time the children are with us. We work hard to develop good relationships with all parents, involving them fully in important issues with regard to not only their child but school life generally.

Parents and children are our immediate link with the community, and we are very mindful of this. We believe that by working closely together we can do our best for our school and our wider community. We therefore seek and take up many opportunities to contribute to community events and to invite members of our community into school. Following EPIC planning with the pupils we send home topic maps detailing the work the pupils will be undertaking that term and ask the parents to contribute.

We celebrate our work at every opportunity. Our website, Twitter account, concerts, assemblies, parent's evenings, community concerts, class dojo and Express events. Topic Showcase/Express events at the end of a topic and exhibitions of work are all effective ways

of doing this, allowing parents and the wider community to experience the ethos of our school and what we are all achieving together.

Parents of children with ALN are given extra opportunities to have regular contact and to help monitor their children's progress through discussion of IDPs, PSPs, and personal targets etc. Families of children with an IDP, attend an admission meeting so that we can be sure we have everything in place to support these children before they start. If a pupil is transferring into our STF, we also visit their school.

We actively involve all parents and work hard to support the needs of the children of our local community, seeking parents' views and talents in a range of ways: inviting them in to talk about something to share their talents, joining lessons with their children to find out what we do, questionnaires, open evenings, PTA events, aspirations week, our Parent Panel Focus Group and parent representatives on the Governing body. We are always looking at ways of improving and welcome feedback from all parents.

Effective Learners

Research shows us that the learning process relies on the stimulation of new connections in the brain and that without new and stimulating experiences, opportunities to learn are lost. We have developed our curriculum around building schemas, enabling pupils to make links between previous learning and building on those links to achieve mastery. Our curriculum is progressive and designed to ensure all concepts are revisited during a pupil's journey in Tre Uchaf. We also understand the importance of activating the 'Working Memory' and revisiting concepts regularly to ensure concepts are stored in the 'Long Term Memory.' With this in mind, we work hard to provide a broad range of experiences, both indoors and outdoors continuous provision, within every class, providing challenging tasks, stimulating contexts, quality resources, including ICT, multi- sensory activities, and well-planned teacher led, collaborative and individual learning opportunities.

We carefully consider the provision of whole school experiences and map them out throughout the school so pupil's experiences are built on year on year. We always maximise the opportunities for the pupils, to ensure we enhance the learning process. Visitors to school, participation in whole school initiatives and fundraising events, extracurricular clubs and the opportunity to share learning and successes through assemblies all help to make learning relevant, coherent and stimulating for our pupils.

Effective learners need the opportunity to develop certain key character traits which enable them to gain and use knowledge. These include being able to:

- be curious and confident,
- be resilient
- explore and investigate
- experiment, imagine and reason
- show self- discipline
- be reflective
- express their thinking
- celebrate their success and that of others

Research shows that these “habits of mind” make a good learner and we regularly provide opportunities for these to be strengthened, both through our curriculum and through opportunities outside the classroom, such as our after-school clubs, Interest Groups, musical events, transition events and sporting activities. We have ‘Pupil of the Month’ celebrations, where pupils are identified by staff as having displayed characteristics of the Tre Uchaf values.

At Tre Uchaf we help pupils to develop a ‘Growth Mindset’ as this helps them to understand the process of learning. We encourage the children from an early age to develop an awareness and understanding of themselves as learners and to improve their thinking skills. We help them realise that they can become better learners by developing certain traits, including: being independent, responsible, and resourceful. Importantly, ***we help them to understand the significance of effort.*** We encourage them to be active in this process and ensure we enable each of them to succeed and be independent at a level appropriate to their maturity. Children become more independent and responsible in several ways;

- Personally and socially
- Applying skills they have learnt in new contexts linked with a real life purpose
- Playing a part in planning their own learning
- Reflecting on and evaluating their learning

Learning Process and Styles

Varied activities are planned which cater for the pupils’ different learning styles and strengths. Topics begin with an engaging memorable event, to excite and allow pupils to make connections. We develop new concepts through concrete, visual and abstract means. Pupils have hands on experiences which are then built upon throughout the topics. Building to more abstract concepts as they progress through the progression steps. Our Tre Uchaf Experiences map guides our planning. Teachers evaluate the learning through the Innovate stage of the planning and monitor progress before pupils express their learning through an end of topic event. .

Able and Talented Pupils

Children who may have a particularly strong musical, sporting, academic or other talent will have the opportunity to develop their talent within the context of the school curriculum. All skills and talents are valued. After School Clubs and special community projects provide an extra opportunity for pupils to explore and develop their talents. For example rugby, football, science, singing, drama and art. Children in years 2 - 5 also have an ‘Interest Groups’ session, weekly, where children can choose to develop particular skills and talents in drama, cooking, ICT, arts and crafts, first aid, foreign languages, outdoor adventures and a range of sports. There are also specific opportunities for individuals to shine in events like the Eisteddfod, talent shows, assemblies, pantomimes, public performances, plays, sporting tournaments and art exhibitions. When planning activities teachers often include opportunities for ‘Challenges’ which are intended to provide an additional task requiring higher order skills for any child who are excelling in that particular area of learning.

In progression steps 1 and 2, additional challenges are set using a sticker called 'Stretchy Giraffe'. This gives all children the opportunity to extend their learning in a particular area to a higher level. In progression step 3, pupils are set challenges to extend their learning with the marking code CH.

School progress meetings are used to discuss and identify pupils with the potential to excel and teachers are made aware of the expectation that these pupils should achieve very high standards during assessment meetings. However we do not believe in 'labelling' children as 'more able' as they need to believe that ability is not fixed and that nothing is achieved without effort. Children who are very able in academic subjects are encouraged to broaden their experiences and learning opportunities rather than simply push to higher levels within a narrow range of skills.

ALN

Children with additional learning needs are provided with individually tailored and suitably differentiated activities, resources and support from staff to enable them to make progress. Universal provision is available to all pupils, identified pupils will receive targeted support through small group work, interventions and social groups. E.g. Toe by Toe, pastoral support, Wellcomm, Numicon Maths, Power of 2, Monster Phonics and Language Link. Class teachers organise and monitor this with support from the ALNCo. IDP reviews and teacher meetings are used to record the targets and planned strategies for all children on the Additional Needs register.

Our ALNCo works closely with all those involved in ALN provision, both in our two Specialist Teaching Facilities and in mainstream, along with our Teaching Assistants. *All staff at Tre Uchaf are teachers of ALN* and provision for ALN is integrated into every aspect of school life at every opportunity. Children in our specialist teaching facilities join their year group peers, where appropriate, for a range of learning activities, including: PE, creative activities, Interest Groups, engage events, educational visits and meeting special visitors. *Where pupils have specific learning needs such as Dyslexia, ASD or DCD, everyone working with those individual children is well informed as to their needs and as to which strategies will best support their progress.*

Specific Learning Needs

In Tre Uchaf, we support children with a wide range of diagnosed and undiagnosed learning needs both in mainstream classes and in our Specialist Teaching Facilities. These include:

- Dyslexia
- Autistic Spectrum Disorder
- Attention Deficit Hyperactivity Disorder
- Global Developmental Delay
- Oppositional Defiance Disorder
- Attachment Disorder
- Speech and Language
- Downs Syndrome

Staff working closely with these children have had training in these learning difficulties and they adapt the environment and learning tasks accordingly.

Teaching

In the light of the needs of learners outlined in this policy, and with the Twelve Pedagogical Principles outlined in Successful Futures in mind, we believe that the following principles underpin quality teaching.

- Teachers must work closely with parents to ensure children are happy, confident and making as much progress as possible.
- Learning reinforces cross curricular skills and builds on previous knowledge and experiences.
- Teachers will have high expectations for all pupils
- Teaching and learning supports and develops the pupil's social and emotional well-being and helps pupils form positive relationships.
- Engaging, well planned and challenging learning activities within authentic contexts are provided which enable children to build on what they already do, know and understand.
- Children should be taught about how to become better learners by developing a Growth Mindset and taking responsibility for their own learning
- Teachers plan activities so that everyone can experience some success and satisfaction
- Teachers deliver a varied curriculum using a range of strategies and a blend of approaches to allow children to use their preferred learning styles whenever possible and develop their particular talents.
- Pupils need opportunities to make connections between different areas of learning and different contexts through authentic contexts
- Pupils must have opportunities to be both collaborative and independent and take responsibility for their own learning
- Pupils need to be taught how to identify where they are in their own learning journey and what to do next to improve further.

Learning Objectives – WALT / Learning Bees

The learning objectives of each learning experience are shared with the children and reflected upon in an age appropriate way, including through plenaries and during time set aside just for this purpose. Children are often able to contribute to the learning objectives by being asked about what they would like to learn whenever the opportunity arises. EPIC (Everyone Planning In Class) planning is used in order to give pupils the opportunity to influence their own learning. They are given opportunities to help decide the direction of learning within a topic and in the case of older children, to determine their own success criteria and generate Buzz's Missions.

WALT (We Are Learning To) is used frequently throughout the school to highlight the purpose of a lesson and to support pupils in evaluating their progress. In Progression steps 1 and 2, the 'Learning Bee' indicates the objective of the learning activity and the 'Successful Spider' indicates expected outcomes. In Year 3, the Learning Bee is replaced by WALT.

Where pupils are receiving additional support within a small group, specific objectives are set and the impact of interventions is recorded by the member of staff working with the group, at least every term. Pupils with greater needs will also have an IDP, which breaks their targets down into even smaller achievable steps. For pupils who we are monitoring, they will have targets and for those with an IDP they will have outcomes. There may be other adults who are also supporting these children and they will be aware of these targets too e.g. specialist teachers, SALT. Children with a higher level of need are assessed on a daily basis and observations and the impact of intervention is recorded in detail.

Cross Curricular and Integral Skills

At Tre Uchaf we use the framework to develop skills across the curriculum to prepare our children to become lifelong learners. Our Tre Uchaf curriculum helps pupils to develop their integral skills: Critical thinking and problem solving, creativity and innovation, personal effectiveness and planning and organising. We are constantly striving to create opportunities for pupils to use the LNF and DCF skills as independently as possible.

Planning for Learning

Alongside the Literacy and Numeracy framework and the Digital Competence Framework, we make use of our online curriculum planning tool to ensure essential skills are taught and practised across the curriculum, within a range of interesting and relevant contexts. Teachers plan and evaluate through our online planning tool to inform future lessons, identify the needs of pupils and class progression. There is a consistent approach within each phase. Our STFs adopt a more bespoke planning style in order to meet the unique needs of their children. This will differ to suit the needs of individual cohorts.

We adopt a thematic style of teaching which we believe provides a coherent context for many learning activities to take place, usually four topics per academic year. Topic planning is pupil influenced and it informs our Tre Uchaf Curriculum. Teachers prepare weekly timetabled plans, via our online planning tool, of the learning objectives and how they are to be met, evaluating the progress made by the pupils. Weekly timetables, assessments and pupil's progress can be accessed by SLT for monitoring purposes and are shared with support staff where appropriate.

Assessment

While we adopt an "Assessment for and in Learning" approach, we do also make use of a schedule of summative assessments throughout the year to monitor certain aspects of progress. Children have told us that 'on the spot' feedback is the most effective form of assessment in learning so that they can improve their work straight away within the lesson. Where possible, teachers put their energy into providing this during lessons rather than spending long periods of time on written marking. Teachers use our school marking policy codes, in children's books, to show their feedback to children or to indicate the level of support required to complete the task. We know that it is important for children to understand what they have done well. One simple way to communicate this in children's recorded work is to use a highlighter pen to highlight key words, phrases and achievements. More detail can be found in our Feedback and Marking Policy.

At Tre Uchaf we recognise the importance of helping the children to become aware of themselves as learners - we encourage the children to self- assess and peer assess at every opportunity, to be mindful as they learn, of how things are going. A plan for progression in these skills can be found in our Assessment Policy.

All teaching assistants have a good knowledge of the agreed approaches within their class. They pass on their observations to teachers in order to assist with assessment. More formal assessments also take place throughout the year and these provide a summative assessment of pupil progress in Literacy and Numeracy. These assessments are timetabled and differentiated for each Progression Step and STF. Outcomes from teacher assessment and testing enable us to track progress in aspects of Literacy and Numeracy to inform future planning. These assessments form the basis of discussion of provision and support at termly pupil progress meetings. Further information can be found in the assessment policy.

The Learning Environment

At Tre Uchaf, we try to create an enabling environment that allows the best possible chance for pupils to succeed. The whole of the school premises is considered to be the learning environment. The buildings and grounds are made as safe, welcoming and child friendly as possible, so that the children feel they are in a place where they are valued and belong. The shared communal areas display the work of the Pupil Voice Groups, Creative Bees, Enterprising Bees, Healthy Bees and Learning Bees. Excellent examples of work from across the school are displayed on the 'Bwrdd Bendigedig' in the Hall.

Areas throughout the school are expected to be kept tidy and well organised, encouraging children to develop a respect for their environment. Staff are expected to set a good example to pupils by modelling tidy work areas, looking after their designated tidying area and recycling items correctly.

The outdoors is fully utilised to support learning e.g. our woodland area gives ample opportunities to develop Science and Art. Playtimes provide the chance to develop PSD e.g. children take responsibility as Playground Pals for looking after playground equipment and playing games. Progression steps 1 and 2 have direct access to the outdoors and these areas provide an extension to the indoor classroom, where important learning takes place. Some rooms, have been specifically designated for the unique needs of our children who have significant Additional Learning Needs. Our "Magic Room" and 'Soft Play Room' provide additional spaces which the whole school can also access if necessary. A designated room is provided for nurture provision and this is known as the 'Rainbow Room'.

Classrooms are well organised and set up to encourage independence as much as possible: labelled trays of resources, areas designated for specific activities, communal seating, grouping, learning zones, opportunities for ICT. Displays are created to make the environment look attractive, to celebrate success, share information and to reflect the learning process. Good models of displayed work encourage all children to try their best. An element of Welsh is included in all displays to promote bilingualism whenever possible. Displays are also used as a reference point for learning and should be referred to regularly if they are to be useful.

Children's physical well-being is also considered at all times. Drinking water is always available in or near every class. Children have the option to have a snack of fruit at break time and Breakfast Club provides a welcoming start to the day for those children who need it. A healthy approach to exercise and to eating is promoted throughout the school and in many classes a short daily exercise routine is in place. e.g. the daily k.

The Social Context

Encouraging the children to realise the importance of a confident, positive and hard-working approach to their learning is an extremely important aspect of our ethos. Effort is promoted at every opportunity, along with a positive and optimistic attitude. Difficulties are seen as opportunities and children are encouraged to face challenges with confidence. We focus on developing pleasure in learning and actively foster the character traits that make an effective learner.

We are very aware that it is our responsibility to help children become confident learners, well prepared to achieve their goals in life, whatever they may be. Our aim is to promote happy, confident and hardworking learners, who are not held back by limiting self-beliefs about ability or intelligence, but believe they can expand their learning through effort.

We also believe it is vitally important that they learn from an early age about the responsibilities they have towards others in our learning community; helping, sharing and developing the ability to be a good group member.

As well as fostering their learning and physical needs, we aim to take great care of children's emotional needs, being very aware of how emotional well-being can affect a child's capacity to learn. We have a comprehensive Mental Health and Well-Being Policy which outlines how we work as a whole school to promote and support pupils emotionally. Activities and communication through daily check ins, The School Council, Pupil Voice Groups, assemblies, collaborative learning activities, Restorative Practice, high expectations and promoting The Respect Rules, all contribute to creating a supportive environment in which pupils can thrive. We try to make time to listen to pupils' worries and personal problems whenever possible, providing a caring environment where they feel valued, respected and empowered to solve their own problems. Self-esteem is promoted through encouragement, praise, sincere recognition of genuine progress, and the satisfaction which comes from every achievement, however small.

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