



# Teaching and Learning Policy

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# Our Mission

At St Andrew's Major Church in Wales Primary School the children are at the heart of our vision. We work together so that all individuals are confident and successful lifelong learners. We tell a joyful Christian story to grow the Kingdom of God and build our capacity for good.

## Our Aims:

- ❖ To provide access to a broad, balanced, creative and innovative curriculum, where well-being, strengths and a sense of citizenship are fostered and developed.
- ❖ To empower ambitious, capable learners who are ready to learn throughout their lives.
- ❖ To nurture healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.
- ❖ To inspire enterprising, creative contributors who are ready to play a full part in life and work
- ❖ To form ethical, informed learners who are ready to be citizens of Wales and the world.
- ❖ To explore learning in a variety of ways both indoors and outdoors and with connection to the wider community.
- ❖ To create a communal family in which everyone feels welcomed, included and safe.
- ❖ To be an extension of the church and to nurture Christian values.

## Our Motto:

Respect - Believe - Achieve



**School staff will:**

- Promote positive relationships between all members of the School community;
- Ensure that all pupils are supported and challenged appropriately to move towards their full potential;
- Provide a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children;
- Promote a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
- Provide the skills which encourage children to become confident, independent learners, developing Literacy, Numeracy and Digital Competency skills across the curriculum.

We seek to achieve this by ensuring that pupils:

- Are given opportunities to work independently and collaboratively
- Develop thinking skills, questioning, planning, problem solving, creative and critical skills.
- Are involved in the assessment of their own learning and are able to determine the next steps in their learning.
- Are encouraged to persevere with their learning and be resilient when faced with a challenge.

**Parents and Carers are expected to support their child's learning by:**

- Promoting positive relationships between all members of the school community.
- Taking an active part in activities that extend the learning opportunities for their child. e.g. Seesaw, home tasks, reading, parental workshops etc.
- Praising the effort that children have made in their learning.
- Communicating and working with the school whenever their child needs further support, including social and emotional support.

### **Governors will support the aims of the school through:**

- Promoting positive relationships between the Governing Body and all other members of the school community.
- Appointing a Teaching and Learning sub-committee to meet regularly to monitor progress in pedagogy and standards and report to the full Governing Body as appropriate.
- Promoting and supporting the positive involvement of parents within the school.
- Attending training and other related events.

### **The pedagogical principles**

Curriculum design for all learners is underpinned by twelve pedagogical principles, which state that good learning and teaching:

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.

## Teaching and learning Charter

Facilitators will ensure that teaching is good or better by ensuring the following:	Facilitators will ensure that learning is good or better by:
<b>PLANNING</b>	
<ul style="list-style-type: none"> <li>• Secure knowledge and understanding of C4W <b>(PP1)</b></li> <li>• Planning a progressive and effective learning journey</li> <li>• Providing an authentic context for learning, which promotes problem-solving, collaboration and creative/critical thinking. <b>(PP4, PP6, PP12)</b></li> <li>• Linking prior and future learning and planning opportunities for reflection <b>(PP5)</b></li> <li>• Setting clear and appropriate learning objectives and success criteria.</li> <li>• Making connections within and across Areas of Learning and Experience. <b>(PP8)</b></li> <li>• Planning opportunities to transfer and apply skills across the curriculum <b>(PP9)</b></li> <li>• Ensuring a high quality learning environment with effective classroom organisation and considerations for safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing activities that engage, excite and enthuse pupils</li> <li>• Promoting collaborative, independent and reflective learners</li> <li>• Actively involving children in planning their learning, giving them ownership</li> </ul>
<b>DIFFERENTIATION</b>	
<ul style="list-style-type: none"> <li>• Having high expectations of attitudes to learning and learner outcomes. <b>(PP2)</b></li> <li>• Ensuring all approaches are differentiated appropriately to support and challenge every learner to reach their potential. <b>(PP3)</b></li> <li>• Helping all students achieve learning objectives and identify their next steps <b>(PP10)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Fostering an ethos of high expectations in learning.</li> <li>• Equipping the learner with appropriate strategies to support, master and extend learning – visual aides, scaffold, challenge etc.</li> </ul>
<b>WELL-BEING</b>	
<ul style="list-style-type: none"> <li>• Supporting social and emotional development <b>(PP11)</b></li> <li>• Ensuring positive relationships <b>(PP11)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Equipping the learner with appropriate strategies to develop resilience and perseverance.</li> <li>• Providing opportunity to develop respect, empathy and compassion.</li> </ul>
<b>ASSESSMENT FOR LEARNING</b>	
<ul style="list-style-type: none"> <li>• Adhering to consistent systems for marking and feedback <b>(PP7)</b></li> <li>• Using a range of AfL strategies (e.g. effective questioning, success criteria, PPG and purple polishing, mini plenaries, self-assessment) <b>(P77)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Providing opportunities for purposeful responses to feedback to move the learning forward.</li> </ul>