



BARRY ISLAND PRIMARY SCHOOL

TEACHING & LEARNING POLICY



“Together – Learning and being our best”

To provide learners with the opportunities to be:

- Ambitious, capable learners who are ready to learn throughout their lives.
- Enterprising, creative contributors who are ready to play a full part in life and work.
- Ethical, informed citizens who are ready to be citizens of Wales and the world.
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

Chair of Governors: Ceri Witchard
Headteacher: Matt Gilbert

Policy next review: May 2020

Overview

At Barry Island Primary School, we believe in the concept of lifelong learning and the notion that learning should be meaningful, rewarding and an enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that appropriate learning and teaching experiences help children to lead happy and rewarding lives. Over recent years the school has worked with Welsh Government to help trail and develop the Digital Competence Framework (DCF) and also the Mathematics Area of Learning Experience (AOLE).

As a school, we firmly believe that a 'rich and exciting curriculum' to motivate and inspire learners. The school activity engages with experts and organisations to further provide exciting learning opportunities for all pupils. Some examples are depicted below:

Central South Consortia	Sony (Bridgend)	Asda
Barry Island Care Home	Morrisons	Halifax
iTeach	Barry Island History Society	Barry Yacht Club
Palmerston Primary School	Llandough Primary School	Ysgol Sant Baruc Primary
School Improvement Groups	St Fagan's Museum of Welsh History	NACE
Barry Island Tourism	Cardiff Met' University	Trinity College
Barry Island local cafes	Big Maths	Giglets

Aims and Objectives

This learning and teaching policy is intended to promote consistency and excellence in the achievement of the school aims. At Barry Island Primary School, we aim to:

Recognise, value and develop the full potential and talents of each child;

- Offer a balanced, broadly based curriculum which promotes the spiritual, moral, intellectual, physical and emotional development of pupils;
- Work with the local community to further provide exciting and meaningful learning opportunities;
- To provide the highest quality teaching in an enriching, stimulating, happy, healthy and safe environment where children develop independence and increasingly take responsibility for their own learning and behaviour;
- To provide learners with the opportunities to be:
 - Ambitious, capable learners who are ready to learn throughout their lives.
 - Enterprising, creative contributors who are ready to play a full part in life and work.
 - Ethical, informed citizens who are ready to be citizens of Wales and the world.
 - Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.
- Promote tolerance, confidence, self-esteem, respect, cooperation, self-discipline, politeness and high standards of behaviour for all members of the school community;
- To build a learning community based on fair, understanding and caring relationships;
- Foster effective links between the school, the child's home, parish and the community which promote aspiration and high expectations;
- Ensure equal opportunity for all members of the school community.

Key Principles of Teaching and Learning

We believe that children learn best when they participate in learning and teaching which helps them to:

- Enjoy and achieve
- Become independent, thoughtful learners;
- Understand how they learn and what helps them to learn;
- become literate, numerate and creative; achieve at the highest levels for their age and ability across the curriculum;
- Be curious, have enquiring minds and know how to ask appropriate questions;
- Express themselves clearly and listen well;
- Develop skills of thinking and talking together in their learning;
- develop their creativity;
- Be motivated by their work and enjoy learning;
- Become technologically skilled and embrace new technologies;
- Set targets, review and evaluate their own learning and move forward;
- Work cooperatively with adults and children.

Be healthy

- Care for themselves and understand how to maintain a healthy lifestyle;
- Make choices based on available evidence and information;
- Know how to manage their own feelings and empathise with others;

Stay Safe

- Develop high self-esteem and value their own and others' learning;
- Behave well and think about others' well-being;
- Know and understand about risks, dangers and challenges.

Make a positive contribution

- Become responsible members of the school and wider community;
- Understand and care for the environment;
- Be confident in their own beliefs and develop a spiritual awareness;
- Develop moral values and respect for others' beliefs, culture and heritage.

Achieve economic well-being

- understand the society in which they live; know about roles and responsibilities;
- understand about earning, spending and the world of work e.g. people who help us;
- be prepared for future opportunities;
- make decisions about the future.

At Barry Island Primary School we aim to make education a part of a lifelong process of learning. We believe that our school should be a learning environment for everyone who works here. Teaching and learning is a process of co-operative team work including pupils, teachers, support staff, parents, governors and others in our wider community.

Effective Learning

At Barry Island Primary School we acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow children to learn in ways that best suit them. When children have to organise their thoughts to explain their ideas to their peers, they must engage in cognitive elaboration, in other words they must organise and extend their own thinking, which enhances their own understanding. Effective learning takes place:

- When children are working towards a common goal, their academic work becomes valued by their peers;
- Children are motivated to help one another learn;
- Children take more responsibility for their learning;

- Children have the opportunity to translate “teacher talk” into their own speak for one another;
- Children learn to see situations from one another’s’ point of view. They learn to justify their own views and analyses ideas;
- Children have fun as they learn.

The Teaching Team at Barry Island Primary School plans lessons with a view to:

- Investigative and problem solving
- Research
- Group and collaborative work
- Paired work
- Independent work
- Whole class work
- Questioning
- Use of ICT/DCF skills
- Debates, role play, drama and group presentations
- Designing and making things
- Participation in physical activity
- Reflecting on what has been learnt
- Educational visits
- Use of Outdoor provision
- Beach visits (e.g coastal erosion/tourism/environmental impact – littering etc)

At Barry Island Primary School, we encourage children to take responsibility for their learning, to be involved in reviewing the way they learn and to reflect on how they learn. This can take place during the plenary of a lesson, where key learning objectives are reviewed or throughout the lesson if a problem-solving approach is used and learners are constantly reviewing their learning.

Effective Teaching

We believe children learn effectively when the teacher provides:

- Thorough preparation;
- Utilises a range of effective Assessment for Learning strategies (AfL) - shared learning objectives which are understood by the pupils;
- ‘Wow’ Days to excite learning
- Use of expertise and the community to further bridge learning opportunities (e.g St Fagans Museum of Welsh History/Barry Island Story Trail etc).
- Clear and high expectations of what pupils are meant to achieve by the end of the session;
- Open-ended, thought provoking, challenging questions;
- Lessons where children’s understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference;
- Lessons where children’s previous learning and interests are built upon, through purposeful application of knowledge to different situations;
- Support for the learning of pupils with differing abilities;
- A planned programme of educational visits to reinforce and stimulate learning;
- A ‘hook/lure’ is provided, which stimulates curiosity
- Lessons where children’s previous learning and interests are built upon, through purposeful application of knowledge to different situations;
- Opportunities to review and reflect on learning;
- Thinking time before answering questions;
- Innovative teaching;
- Appropriate pace to the lesson;

- Developmental feedback and marking of children's learning.

At Barry Island Primary School, we base our teaching on raising the ceiling and expectation of learners and offering them opportunities to achieve regardless of level of ability defined by previous assessments and learning. When teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We strive to ensure that all tasks set are appropriate to varying levels of ability.

Our teachers make ongoing assessments of each child's progress (Classroom Monitor/Excel based assessments), and they use this information when planning their lessons. We set academic and personal targets with the children in each year, and we share these targets with their parents. We review the progress of each child at the end of the academic year, and set revised targets. Through constant discussion and the use of continuous assessment for learning the learners know what went well and any areas of development.

When planning work for children with special educational needs (SEN) we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities. The school accesses 'Provision Mapping' software to track interventions and pupil progress.

Assessment for Learning

We believe that assessment and recording are a crucial and integral part of the teaching and learning process. Through effective assessment we aim to:

- Recognise and celebrate all pupils' achievements within and beyond the National Curriculum subjects;
- Provide an evaluation of what has been taught and learned, identifying pupils' strengths and weaknesses;
- Ensure continuity and progression;
- Ensure that there is differentiation in our planning and teaching;
- Identify pupils with special educational needs;
- Inform parents, support agencies, LA and governors;
- Provide pupils with the opportunity to review their work, to self-assess and to set future targets;
- Provide pupils with the opportunity to assess each other's work
- Raise the expectations of pupils, teachers and parents in an effort to achieve the highest possible standards for each child.

Effective Learning Environments

At Barry Island Primary School, we believe that learning takes place in an environment which is:

- Challenging and stimulating
- Peaceful and calm
- Happy and caring
- organised
- well resourced, making learning accessible
- encouraging and appreciative
- welcoming
- providing equal opportunities
- providing a working atmosphere

Display

At Barry Island Primary School we believe that the purpose of display is to support pupils' learning. This can be achieved in a variety of ways, but is most purposeful and effective when the learners have been

involved in creating them.

Continuous Professional Development

At Barry Island Primary School, we have a commitment to continuous professional development for all our staff. The school is an Ambassador for 'Xlence in Teaching' program, to further develop skills relating to the 'Teaching & Leadership' Standards 2018. We believe:

- Teachers/LSA's who are involved in and have enthusiasm for, lifelong learning themselves are excellent role models to pupils.
- High standards in teaching and learning depend upon relevant, focused and effective professional development opportunities for teachers.
- Becoming and remaining a good/excellent teacher, keeping knowledge of curriculum subjects up-to-date and being able to make the most of new technology all require continuous professional development.
- A commitment to the development of staff members leads to greater self-esteem, self-confidence and enthusiasm, better quality teaching and a substantially greater capacity in the school as a whole for continuous self-improvement.
- The role of the coach effectively contributes to CPD.

Professional development may take the form of courses run out of school and within school as there is also substantial capacity within the school for staff development and coaching is offered from, and to, colleagues as appropriate. Working within the understanding of 'School's as Learning Organisations,' model, Barry Island Primary strives to share good practise and has effective links with a range of partner schools and organisations. CPD will also align with school development priorities.

The Role of Governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- Act as a 'critical' friend
- support the use of appropriate teaching strategies by allocating resources effectively;
- work with the headteacher to ensure that the school buildings and premises are used optimally to support teaching and learning;
- seek to ensure that our staff development and our performance management both promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes/ Self-Evaluation Day, which include, half termly GB Headteacher's reports etc.

The Role of Parents

At Barry Island Primary School, we believe that parents/carers 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:

- Nursery Open Days
- 'The new year ahead' information workshops.
- Hosting parental workshops
- Organising 'Show & See Events'
- Sharing of You Tube' learning logs
- Use of Twitter
- Communication through newsletters and 'Schoop'
- Conducting a parent/carer skills audit – to further support learning

- Parental/Carer Consultations
- Explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their homework set;
- By involving parents as 'volunteers' on trips and excursions.
- Concerts & School events

At Barry Island Primary School, we believe that parents/carers have the responsibility to support their children and the school in implementing school policies. Through our home/school Agreement, we would like parents:

- To ensure that their child attends school regularly, on time and suitably equipped;
- To inform the school of any concerns or problems that might affect their child's work or behaviour;
- To support the values of the school community;
- To give their child opportunities for home learning and support homework from school;
- To support the school's policies and guidelines for behaviour;
- To encourage their child to show kindness and consideration to others;
- To talk to their child about their experiences in school and encourage them to do their best.

Monitoring and Review

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. This Policy will be reviewed in 2020.