



Ysgol Gynradd Aberbargoed Primary School

"Everyone Matters" – " Mae Pawb Yn Bwysig"

Policy For Learning And Teaching



*Ysgol Gynradd
Aberbargoed
Primary School*



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Policy Title:	Learning and Teaching		
Adoption Date:	February 2019	Review Date:	Summer 2022
Signed:	<i>A.G. Collins</i>	Signed:	<i>David Lewis</i>
	Chair Of Governors		Headteacher



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This policy was first produced in Autumn 2010 by all members of the School's classroom based staff. The focus of this policy is on learning and we recognise and acknowledge the key role teaching has in creating effective lifelong learners. It was updated in February to reflect the spirit of the Successful Futures document by Professor Graham Donaldson.

Introduction

At Aberbargoed Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things everyday. This policy applies to all learners in our community. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we seek to equip children with the attitudes, skills, knowledge and understanding necessary to enable them to become effective lifelong learners and to allow them to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences will help children to lead happy and rewarding lives.

At Aberbargoed Primary School we seek to develop a stimulating, relevant, transformational curriculum with engaging, challenging and captivating learning experiences.

In structuring these positive learning experiences we seek to nurture ambitious, capable, lifelong learners, and enterprising creative contributors who are ready to play a full part in life and work. Our learners will become healthy, confident individuals who lead fulfilling lives as ethical, well-informed citizens of Wales and the World..

We seek to achieve this by developing a high quality, enthusiastic and reflective workforce which is committed to excellence, inclusivity, equity and wellbeing with each member of staff providing inspirational leadership to her/his area of responsibility. Permeating all of this we will see robust assessment and self-evaluation processes which demonstrate clear and transparent accountability

We seek to ensure that learners develop positive dispositions to learning. These are reflected in our school's aims and objectives and other school policies.

"At Aberbargoed Primary School we seek: -

1. To develop positive dispositions to learning. These are:

- ***Resilience*** – *knowing that learning is sometimes hard, but we are resilient and we stick at it;*
- ***Responsibility*** – *being responsible for our learning environment, our learning and for one another;*
- ***Resourcefulness*** – *recognising that we are resourceful and can make good choices about ourselves and our work;*
- ***Reasoning*** – *We can reason things through carefully and check our thinking as we go;*
- ***Reflectivity and Reflexivity*** – *When we do something we always reflect on what we learned and what we could do differently next time."*



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Policy Definitions of Learning and Teaching

Learning is a permanent change of behaviour arising as a consequence of reflection on meaningful experience. Learning allows greater control over one's destiny and an improved capacity to make choices, which benefit oneself and others. Learning challenges and shapes the everyday beliefs, which underpin behaviour. Learning occurs throughout one's life and in both formal and informal settings.

Teaching is an intervention, which provides opportunities for learners to share meaningful experience and, as a consequence of reflection, change behaviours and make informed choices. Teaching structures and direct experience provide access to relevant information and knowledge, challenges belief and provides systemic tools of thought.

Our Learning Outcomes

Our learning outcomes affect more than the behaviours of learners. We aspire to enhance the learning experience of all those involved. To this end we consider the learning needs of:

- Individual learners
- Groups and communities of learners
- Individual adults who support the learning of learners
- Groups and communities of adults who support the learning of learners
- Our school and the community, which it serves.

We offer opportunities for children to learn in different ways. These include: -

- Investigation, problem solving;
- Asking and answering questions and curriculum/learning challenges;
- Use of ICT;
- Fieldwork and visits to places of educational interest;
- Creative activities;
- Responding to stimuli from a range of media including DVDs, Music, pictures and photographs, literature, etc
- Debates, role play and oral presentations;
- Participation in athletic and/or physical activity.

Principles Of Learning

We believe learning occurs when learners:

- invest in its value
- are actively involved are given safe space to rehearse
- can use the appropriate language are given opportunity to reflect
- can transfer the new into a variety of different situations
- negotiate risk
- make meaningful choices



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Excellent learners are:

- **Resilient** - they persist in the face of complexity and frustration
- **Resourceful** - they know what to do when they get stuck
- **Responsible** - they take initiative for themselves and for others
- **Capable of reasoning** - they think things through
- **Reflective (and reflexive)** - they learn from experience and utilise it.

To facilitate this we believe excellent teaching is necessary and occurs when teachers:

- focus on beneficial learner outcomes;
- plan to meet those outcomes;
- scaffold meaningful challenge;
- utilise a purposeful models of learning;
- share learning processes;
- provide a clear sense of structure and purpose;
- actively involve learners;
- connect learning to the world beyond the classroom;
- build on prior knowledge and previous learning.

To support learning our staff are:-

- Responsible
- Learner focused
- Informed
- Adaptable
- Challenging
- Professionally informed

Creating The Right Climate Our Learning Community

We will use the BASICS model to help us create and sustain positive, supportive and challenging environments for learning. At all times we wish learners to feel secure enough to take learning risks.

Belonging - we encourage involvement through arrange of accessible experiences

Aspiration - we help learners see a purpose to their learning

Safety - we free learners from physical and psychological intimidation

Identity - we recognise individuality

Challenge - we gradually build challenge

Success - we capture successes and build on from them.

At all times we attempt to create and maintain a positive environment for learning. This will include the sharing of learning outcomes and success criteria.



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Throughout we place an emphasis on improving how we learn rather than proving what we have learned.

We seek to develop a healthy learning environment and create a physical space, which supports learning. Learners have access to nutritious and balanced meals, water, regular physical reprieve, warmth, space and natural light. We use display and seating arrangements to advantage learning.

Involvement of Parents

The involvement of parents and others in our learning community is important if our children to develop effectively.

We recognize that the attitude to, and involvement of parents in, learning is fundamental to the success of learners. We share our learning methods with parents and give regular guidance on how they can be active in supporting their child's learning.

We keep parents well informed about their children's progress through termly parent's evenings, annual reports, class assemblies, etc

At the start of each project we advise parents of the termly topics. We explain to parents how they can support their children's learning through our programme of homework. We suggest for example regular shared reading with all children, and support for all children with their projects, investigative work and learning logs.

We believe that parents have a duty and the responsibility to support their children's learning in school. We would like parents to: -

- Ensure that their child attends school regularly and punctually;
- Ensure that their child is properly equipped for school with appropriate uniform, PE kit etc;
- Care for their child appropriately ensuring as far as is possible that they are fit, healthy and ready for learning;
- Inform school if there are matters outside of school that are likely to affect a child's learning and behaviour at school;
- Promote a positive attitude towards school and learning in general;
- Fulfil the requirements set out in the home/school agreement;
- Support the school's policies.

We acknowledge that much learning takes place out of school and that many of the factors affecting children's learning are outside the school's control.

Planning For Learning and Assessment for Learning

We seek to design programmes of learning and plan lessons in partnership with our learners. We share the planning process as a community of learners and we use the planning process to progress our own development. Our planning focuses on what is best for the learners. We take time and professional interest in planning for effective learning. Our planning for learning develops children's attitudes, skills, knowledge



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and understanding providing them with challenging, exciting and relevant learning opportunities.

We actively involve learners in evaluating their own learning, comparing it with others, describing their progress and planning for improvement. Learners will learn through this and other assessment for learning strategies, which the school seeks to develop. Peer and self-assessment are vital in moving our children's learning forward.

We observe, reflect and evaluate children's learning to inform future planning of learning experiences and to ensure progression and continuity of individual children's needs. Learners will give, and be given, and receive improvement feedback in various groupings. Staff will oversee the feedback process and be responsible for all final assessments. We will seek to share our strategies with our learning community.

Supporting The Learning Experience

We will actively encourage the involvement of adults other than teachers to support the learning of learners where it is appropriate and when they offer relevant skills or experiences.

We will maintain an open strategy for the agreeing, planning for, timely acquisition and distribution of, appropriate resources to support learning within the budgetary constraints of the school.

We commit to enhancing the learning and opportunities for learning of the following groups:

- Individual learners;
- Groups and communities of learners;
- Individual adults who support the learning of learners;
- Groups and communities of adults who support the learning of learners;
- Our school and the community, which it serves.

Through a planned process of peer and self evaluation we will support the ongoing professional development of all school staff. We will use a range of strategies to support this process.