



Cefn Glas Infant School – Ysgol Babanod Cefn Glas



# Cefn Glas Infants School

"Let's Learn Together"



Ysgol Babanod Cefn Glas

## Teaching and Learning Policy

October 2022





| Date         | Review Date  | Reviewed by the Headteacher | Signed by Chair of Governors |
|--------------|--------------|-----------------------------|------------------------------|
| October 2022 | October 2024 | Mrs. S. Johns               | Mr. G. Clifford              |

This policy promotes best practice and establishes consistency in Teaching and Learning across the whole school. It aims to ensure that all children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude. This policy should be read alongside the Assessment, Marking and Feedback Policy.

## Rationale

At Cefn Glas Infant School, we are committed to delivering high quality teaching & learning, for all learners. All learners have the right to access a broad, balanced curriculum that also recognises their need for a more individualised and personalised curriculum. To ensure all learners have access to this personalised curriculum, they should all experience a variety of teaching & learning that engages, encourages and enables them to achieve good or outstanding outcomes during their time at Cefn Glas Infant School.

It is vitally important for the well-being of our children that we plan an inspiring and applicable curriculum and bring to the learning process our experience of what works in inspiring children to be excited by learning and to be committed to learning for the whole of their lives.

All staff at Cefn Glas Infant School have a collective and individual responsibility to strive to deliver lessons and learning experiences of the highest quality within the confines of a broad, and balanced curriculum. To continue to maintain our very high standards, we identify the need for continued professional development, professional mentoring and strong systems of support and analysis to empower staff to achieve these ambitions.



## Contents Page

| Contents                                                                                                                                                                                                                                                                              | Page    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Introduction                                                                                                                                                                                                                                                                          | 4       |
| Aim                                                                                                                                                                                                                                                                                   | 4 – 5   |
| The Curriculum<br>The Pedagogical Principles<br>The Four Purposes                                                                                                                                                                                                                     | 6 – 7   |
| Principles of Effective Teaching                                                                                                                                                                                                                                                      | 8       |
| Teaching Skills                                                                                                                                                                                                                                                                       | 9– 11   |
| Learning Styles                                                                                                                                                                                                                                                                       | 11      |
| Planning<br>Effective lesson                                                                                                                                                                                                                                                          | 12 – 13 |
| The Learning Environment                                                                                                                                                                                                                                                              | 14 – 15 |
| Resources                                                                                                                                                                                                                                                                             | 15– 16  |
| Differentiation                                                                                                                                                                                                                                                                       | 16 – 17 |
| ALN                                                                                                                                                                                                                                                                                   | 17      |
| Equal Opportunities                                                                                                                                                                                                                                                                   | 17      |
| Assessment and Feedback                                                                                                                                                                                                                                                               | 17 – 18 |
| Monitoring                                                                                                                                                                                                                                                                            | 19      |
| Review                                                                                                                                                                                                                                                                                | 19      |
| Appendices<br>Appendix 1 – The Pedagogical Principles<br>Appendix 2 – Cefn Glas – The Four Purposes<br>Appendix 3 – Long-Term Planning<br>Appendix 4 – Medium-Term Planning<br>Appendix 5 – Short-Term Planning<br>Appendix 6 – Weekly Overview Planning<br>Appendix 7 – RVE planning | 20-27   |



## Introduction

Cefn Glas Infants School is on the Cefn Glas estate to the north of the town of Bridgend. The school caters for pupils between the ages of three and seven year olds, in seven classes including a Nursery class.

Cefn Glas Infant School is a happy, friendly school with a dedicated, caring staff team who are committed to ensuring every child reaches their full potential, celebrating their achievements. It is our vision to create a nurturing environment where every child feels safe and aspires to be ambitious and successful, building a firm foundation for learning for life.

As a school, we have worked collaboratively with practitioners from pioneer schools and cluster schools through SIG meetings and Curriculum Reform Groups since 2020 in preparation for the new Curriculum for Wales.

Our learners are actively engaged in the Curriculum for Wales through mini themes and topics, linked to the AoLE's with the Four Purposes at the heart. Each year, we plan for all learners to be involved in Ethical and Enterprising Projects such as Bake sales, Tie dye projects and Bubbles in bloom which have cross-curricular links. We have a Pupil Voice groups: Capten Cefn Glas, Rights Respecting Ambassadors, Criw Cymraeg and Eco Warriors who meet regularly with the Head Teacher/ AoLE Leads to feedback, discuss aspects of Curriculum for Wales and make decisions regarding Curriculum for Wales.

## Aim

At Cefn Glas Infant School, we ensure high quality teaching and learning experiences for all learners of all abilities and aptitudes. Our aim is to enable our pupils to be resilient, responsible and independent learners who have the confidence, skills and attitudes to be a success and a life-long achiever. We aim to promote a learning culture, so that pupils implement a love of learning and the desire to continue to learn. We aim to give our pupils every opportunity to succeed.

We aim to offer a broad and balanced curriculum that promotes learners' spiritual, moral, social, cultural, mental and physical development and relates to local, national and global contexts. Using the experience, enthusiasm and expertise of staff, we provide engaging and inspiring teaching and learning experiences that are differentiated appropriately to meet all pupil's individual needs and abilities in inclusive classroom and outdoor environments.

We aim to raise attainment by increasing levels of pupil's engagement, motivation, participation and independence. We are flexible and give the pupils scope for creativity but are consist of expectations. We promote reflection on, and sharing of, good and outstanding



practice and make explicit a baseline for monitoring and evaluating the teaching and learning that takes place.

**We raise self-esteem by:**

- generating a 'can do' culture in the classroom
- ensuring the work has relevance to the pupil
- setting targets for each pupil that are challenging and yet achievable
- valuing all contributions
- providing positive feedback.

**We facilitate the creation of models by:**

- setting the work in the context of previous work
- using novel contexts or sources of information
- providing input for all the senses
- using a variety of different activities
- providing appropriately for concentration spans.

**We encourage a homely environment for all pupils by:**

- ensuring access to fresh air and water
- establishing clear ground rules about what we expect from the pupils and what they can expect from us
- being fair and consistent
- using praise as much as possible
- being aware of pupils' feelings.



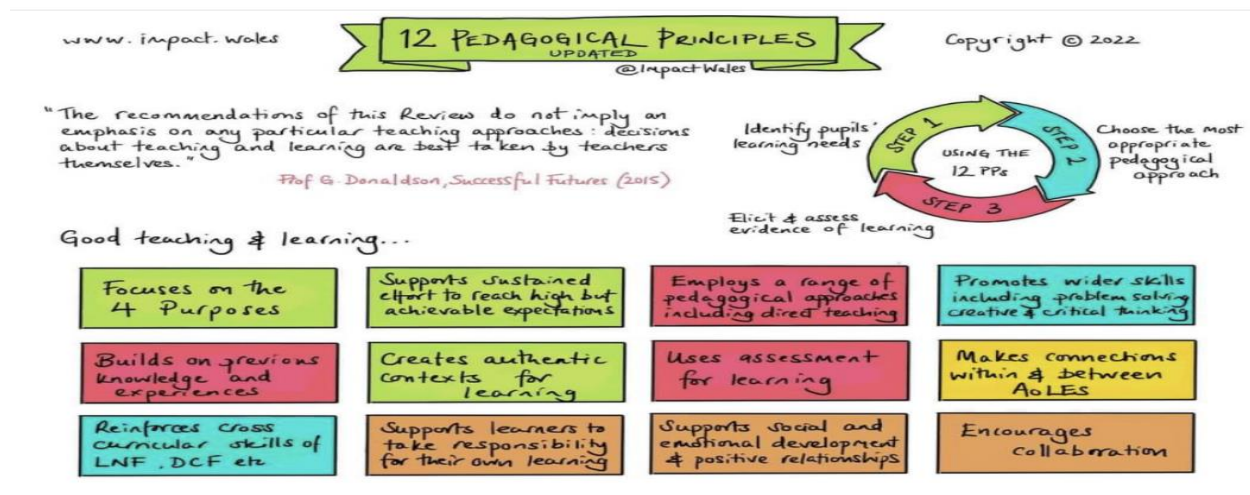
## The Curriculum

At Cefn Glas Infant School, we aim to deliver a broad and balanced education for all learners under the new Curriculum for Wales. In line with the United Nations Convention on the Rights of the Child (UNCRC), we believe pupils learn best when we incorporate their voices into the life of the school. By placing an emphasis on Pupil Voice, we empower our children to make decisions about their own learning pathways and enable them to drive their own tailor-made curriculum. The planning of the curriculum and sequences of lessons are progressive and build upon previous knowledge, layering new knowledge, skills, and experiences on secure foundations. Our curriculum vision is rooted in Welsh values and culture. We develop cross-curricular learning to develop learners in readiness for lifelong learning.

## The Pedagogical Principles

The 12 principles that Donaldson puts forward are intended to underpin the implementation of the curriculum. They are fundamental to the method and practice of effective teaching and learning at Cefn Glas Infant School.

(See Appendix I – The Pedagogical Principles)



## The Four Purposes

The four purposes are at the core of our curriculum and our shared vision and aspiration for every pupil at Cefn Glas Infant School. All of the knowledge, skills, and experiences our learners acquire and grow throughout their time at Cefn Glas Infant School have been chosen to aid pupils in realising these four purposes. In fulfilling these, we set high expectations for all, promote individual and national well-being. Our Curriculum is





## Cefn Glas Infant School – Ysgol Babanod Cefn Glas

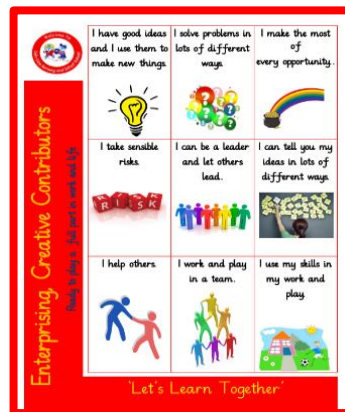
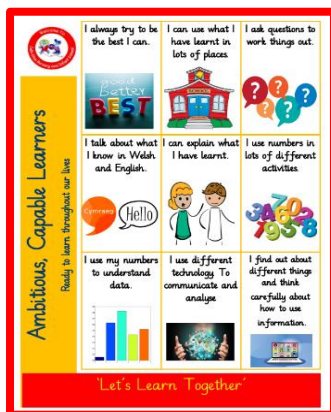


everything a learner experiences in pursuit of the four purposes and it is how we teach and crucially, why we teach it. The curriculum development is at the heart of all our staff, as we raise standards for all, tackle the attainment gap, and ensure an education for all pupils through learning and experiences.

As part of an Action Research Project, the Four Purposes was the focus of this research was based on the purpose 'Enterprising and Creative Contributors'. The Four Purposes were discussed at length during a whole class INSET day and are now incorporated into termly and fortnightly planning.

The Four purposes have been written in child-friendly language to suit the learners in our school and have age appropriate illustrations as prompts. These were created and then shared with our Pupil Voice group Capten Cefn Glas for them to agree and amend as needed. The Four Purposes are shared with parents via our Seesaw app and are hashtagged # on our twitter account @cefnglasinfants for parents and the wider community to access. Our learners are well aware of the child-friendly version of the Four Purposes and these are embedded throughout the school. They are displayed within each class and language introduced to our learners when appropriate.

(See Appendix 2 – Cefn Glas – The Four Purposes)





## Principles of effective teaching and learning

At Cefn Glas Infant School, learning is the purpose of the whole school and is a shared commitment. We recognise that education involves our pupils, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning.

Working in partnership, we aim to:

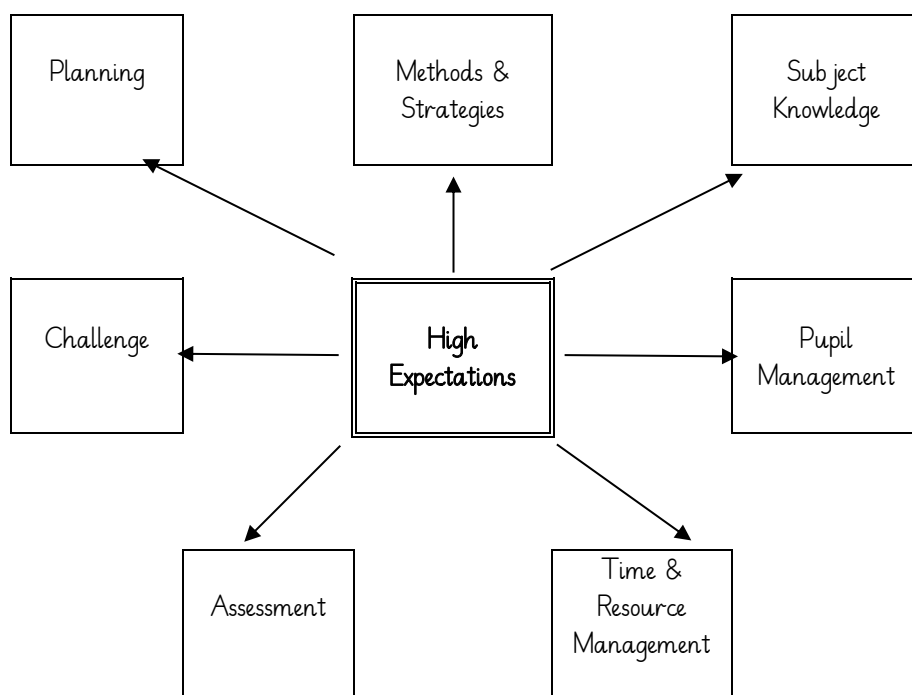
- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community,
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements,
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum,
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding,
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes,
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being,
- develop children's confidence and capacity to learn and work independently and collaboratively,
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust,
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world,
- encourage children to value the diversity in our society and the environment in which they live,
- encourage children to become active and responsible citizens, contributing positively to the community and society.

As a school, we are committed to our mission statement – *'Lets Learn Together'*





## Teaching Skills



At Cefn Glas Infant School, before we teach a lesson, we always:

- ensure that we have good subject knowledge,
- use assessment information and an evaluation of prior learning to inform planning of current lessons,
- respond to Pupil Voice input so all pupils can make personal choices and follow their interests in curriculum activities and ensure quality resources are prepared.

During a lesson, we always:

- have a learning objective - WALT (We are learning to...),
- revisit prior learning,
- ensure that lessons have an inspiring, engaging introduction to set the scene for learning,
- use a variety of teaching styles and strategies to actively engage our children including direct teaching and inquiry-based or discovery learning,
- differentiate for different groups of learners and/or individual learners. It is differentiated appropriately so that all learners are challenged and supported in their learning in order to achieve maximum educational and personal benefit.



- place an emphasis on active learning by including the learner in discussions, investigations, thinking and problem-solving activities. We encourage the learner to take part in a range of practical activities that promote active skill development.
- ask effective questioning,
- have clear explanations and instructions,
- create opportunities for independent work, paired work, group work and whole class work,
- ensure that there is a balance between child-initiated and teacher-led learning,
- use ICT to enhance their teaching,
- use positive language to motivate and engage our learners,
- assess learning regularly, providing meaningful verbal feedback to learners regarding next steps in their learning,
- create opportunities for learners' self- and peer- assessment,
- be flexible, adaptable and responsive to learners' progress and behaviours throughout lessons,
- promote bilingualism through incidental use of the Welsh language throughout lessons.

After the lesson, we always:

- critically reflect upon and evaluate the lesson,
- mark and respond to pupils' work, giving feedback in accordance with our Assessment and Feedback Policy,
- monitor and review learners' progress,
- use assessment information and an evaluation of learning to inform planning of future lessons.
- plan new teaching and learning opportunities in response to Pupil Voice input where learners have expressed preferences according to their interests.

A good lesson at Cefn Glas Infant School would generally be structured in a series of sections:

– Introduction – of approximately 10 minutes with constituent parts. The purpose of our lesson introductions is to engage the pupil's, share the WALT, reinforce previous knowledge, and put the learning in an authentic context.

– Main – of approximately 40 minutes. This would be split into constituent parts so that the learning is varied, pacy and challenging. The purpose of this main part of the lesson would



be to introduce new learning, the main activity, ideas from the children using effective questioning to find out what the children know and what they want to find out, combination of group, paired or individual tasks and regularly referring to the WALT to ensure the pupils are on task.

- Plenary - of approximately 5-10 minutes. The purpose of this final plenary is to reinforce the WALT, and to recap on learning, to see if these criteria have been achieved and to provide our learners with an opportunity to share and showcase their work. Pupils will have an opportunity for self- and/or peer-assessment and to look ahead to next steps in learning.

## Learning Styles

If one embraces the concept of multiple intelligences, it is then a small step to an acceptance of the idea that all learners have particular, preferred learning styles. There are a number of classifications of learning styles, some of which are included below:

| Category of Learner | Preferred learning Style                    |
|---------------------|---------------------------------------------|
| Visual              | likes to see pictures or diagrams           |
| Auditory            | likes to listen                             |
| Kinesthetic         | likes to use the sense of touch or movement |
| Print-orientated    | likes to read                               |
| Group interactive   | likes to interact with others               |

It has been estimated that up to 37% of the population are kinaesthetic learners and consequently find it difficult to sit still for long periods of time. This has clear implications for classroom management and the organisation of learning.

Pupils can and do use a combination of these strategies to learn. Most favour a particular style. A commonly expressed view is that the majority of boys are pragmatists and activists whereas the majority of girls are theorists and reflectors. The challenge is to cater for a



range of learning styles. By being aware of the range of preferred learning styles and consequently offering a range of teaching styles, teachers should be able to meet the diverse learning needs of their pupils.

### Planning

At Cefn Glas Infant School, planning is carried out in three phases: long-term, medium-term and short-term. All staff meet in teams every other Thursday to plan.

Our long term plan entails the topics and AoLE covered over the year.

(See appendix 3 – Long-Term plan)

Our medium-term planning, takes place after pupil voice and ensures an appropriate balance of learning across the AoLE's and cross-curricular activities.

(See appendix 4 – Medium-Term plan)

Our short-term planning is planned on a fortnightly basis. All staff in the year group team collaboratively plan. The teacher then organises the plans which are specific to individual classes and are always informed by an evaluation of pupil progress in learning. Teaching plans are refined and adapted on a day-to-day basis (weekly overview) according to teachers' evaluations of pupils' learning within their classes.

(See appendix 5 – Short-Term plan)

(See appendix 6 – Weekly overview)

When planning the lessons, we always:

- build on previous knowledge and experience to engage the learners' interest,
- focus on the four purposes,
- create authentic contexts for learning,
- select the most effective teaching approaches for the specific context and purpose of the lesson,
- make connections within and across AoLEs,
- reinforce cross-curricular responsibilities – literacy, numeracy and digital competence,
- use a variety of learning styles,
- promote problem solving, creative and critical thinking,
- support learners' social and emotional development, and positive relationships,
- encourage collaboration – pair work/ group work/ class work,



- provide first-hand experiential learning,
- encourage learners to take responsibility for their own learning.
- use Assessment for Learning to accelerate progress.

At Cefn Glas Infant School, all topics begin with an 'Immersion Day'. During the immersion day, teachers provide a variety of creative, stimulating and engaging activities for pupils. Whilst immersed in these multi-sensory activities, pupils are given time to reflect and think about the experiences their new topic could provide. Pupils decide what they would like to learn more about. This gives pupils a sense of empowerment and helps them to engage with the learning experiences.

In addition, during all topics, pupils will learn about key events that are happening around the world. As a Rights Respecting School, children are made aware of their rights. The six areas of learning and experience and the four purposes underpin everything that is then taught. Each half term, topics with a specific AoLE base are chosen and a balance between the AoLEs is achieved throughout the academic year. Similarly, each topic culminates with a 'Celebration' event to celebrate or showcase the learning that has taken place.

Literacy, numeracy and digital competence are mandatory cross-curricular skills within the Curriculum for Wales. It is the responsibility of all teachers, across all curriculum areas, to develop and ensure progression in these skills. However, at Cefn Glas Infant School, we also have a developing understanding of the following cross-cutting themes:

- Relationships and sexuality education,
- Religion Values and Ethics (See appendix 7 - RVE planning),
- Human rights education and diversity,
- Careers and work-related experiences.

All pupils, staff and the community voices are at the heart of all that we do at Cefn Glas Infant School.



## The Learning Environment

At Cefn Glas Infant School, our environment is a key part to our teaching and learning. Our whole team of staff have a huge passion to strive to improve our teaching and learning environments and to upkeep the school and grounds. We believe that a carefully planned environment sets the climate for effective teaching and learning. In order to fully engage with learning, our children require rich, stimulating environments where they can explore and experiment with ideas, collaborate actively with their peers and make dynamic connections with a clear sense of purpose to construct meaning. We strive for high-quality of work by providing good resources, effective teaching and great opportunities; especially the use of our vast grounds which we use to support creativity, opportunities and experiences.

Each classroom has a:

- Literacy area – well-stocked with attractive class library books (fiction and non-fiction).
- Writing area – a range of writing equipment, activities, word mats, letter formation mats.
- A check-in station area – where the children are encouraged to check their work for quality e.g. punctuation, grammar, spelling, ambitious vocabulary, effective sentence openers.
- Maths area – with practical maths equipment and resources e.g. blocks, number fans, number lines, hundred squares, clocks, calculators, money.
- Transient Art area – a range of creative and outdoor environment materials, ideas of what to make.
- Finger Gym area – play dough and a challenge of the week with resources.
- Role play area – set up to theme of topic, words, props and dressing-up.
- Creative area – pencil, pen, scissors, glue and variety of materials.
- Cwtch Cymraeg area – a Welsh area stocked with Welsh games, flashcards, Bore Da magazines, Welsh books, Helpwr Heddiw resources, role play props.

Our classroom displays reflect the topics being studied by the pupils. We believe that our learners are entitled to learn in an inclusive classroom/ learning environment where everyone's quality work is celebrated in attractive displays. Our classroom displays support and challenge the children in their learning e.g. through use of questions and prompts that encourage them to interact with display content and place an emphasis on trilingualism – English, Welsh and BSL.

Our classroom displays include:

- 'Pupil Voice' display to show how the children are making decisions that shape our teaching and learning.
- Maths display that celebrates numeracy across the curriculum and CLIC/ SAFE wall,





- Helpwyr Heddiw display that focuses on current Welsh language patterns being practiced,
- 'Working Wall' that reflects current learning,
- Art display to celebrate the childrens artwork on that current topic,
- Class Charter display including class rules and rights,
- Phonic display which is a working wall.
- Four purpose display to show the current purpose that is being taught.

We have also developed teaching and learning areas beyond the classroom including our school library, a cooking kitchen, two outdoor classrooms/ stages and a variety of outdoor learning areas for each class. We have a woodland area where we teach Forest Schools, a Trim trail and an orchard. These are used effectively to promote independent learning. Opportunities are planned throughout our curriculum to use outdoor settings to develop the children's knowledge, skills, attitudes and behaviour and to promote the personal, social and academic benefits of engaging with the outdoor environment.

### Resources

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand,
- all pupils know where classroom resources are kept and the rules about their access and use,
- pupils are encouraged to act independently in choosing, collecting and returning resources where appropriate,
- the library is a valued resource and used appropriately on a weekly or more basis by each class,
- pupils work together to establish an attractive, welcoming and well organised environment ensuring respect, care and value for all resources.

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in resource cupboard, and will be regularly audited by the subject leaders. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.



At Cefn Glas Infant School, the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen all pupil's experiences and learning opportunities.

Time is a resource that we very much value. To maximise its use:

- as children progress throughout the school they are encouraged to take greater control of their own learning,
- opportunities for learning are maximised by ensuring that tasks are made specific by focused objectives,
- teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through the provision of appropriate resources and planning extension activities,
- all children engage in useful activities upon entering the classroom and know what to do between the end of an activity and the end of a session.

Computing is a major resource, which is used across the whole curriculum.

### Differentiation

All at Cefn Glas Infant School always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace,
- content,
- task,
- relevance,
- resources,
- extension,
- outcome,
- teacher/ adult support.

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching and reference will be made in weekly plans to individual Learning Plans where appropriate.

Pupils with additional learning needs (including gifted and talented children) receive support provided by the class teacher, LSO or 1:1 support if applicable. Additionally, advice is sought from relevant external support agencies when and where the need demands it (See ALN Policy).



Teachers set individual targets each term per child in Language, Literacy and Communication and Numeracy and Mathematics. This is in addition to the formative assessment targets the teachers communicate to the children on a weekly or daily basis where appropriate. These are shared with the pupil and parents to encourage partnerships in learning.

### Pupils with Additional Learning Needs

- The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school. We believe all staff are teachers of ALN.
- If a pupil has an additional learning need or disability, our school aims to meet these individual needs scaffolded by the targets set in pupils' IDPs. Our provision complies with the requirements set out in the ALN Code of Practice.
- If a concern arises suggesting that a pupil may have Additional Learning Needs the teacher is able to provide resources and educational opportunities which meet these needs within the class organization, known as Universal Provision.
- Staff follow a school devised Graduated Response Framework.
- If a pupil's need is more severe, in consultation with the pupil's parents, the ALNCo makes a referral to the appropriate external agencies this may be Educational Psychology or Specialist Teachers.

### Equal opportunities

All learners regardless of ability, gender, religion, social background, disability and race will have access to our curriculum provision. All activities are planned in such a way as to encourage full and active participation by all learners so that they can develop their skills, knowledge, confidence and enjoyment of learning. Every child is valued and perceived as unique. We aim to ensure that our teaching responds to the learning needs of the individual pupil, challenging them to the full extent of their capabilities and providing them with opportunities to demonstrate fully what they know, understand and can do. Our pupil's well-being is always central to everything we do at Cefn Glas Infants.

### Assessment and feedback

At Cefn Glas Infant School, we recognise the status of Assessment for Learning as an integral and omnipresent part of our teaching and learning process. We view formative assessment as an essential and natural part of our teaching processes. All formative assessment is a live, emerging record of an individual child's development. It selectively draws upon evidence of the child's preferences, interests, abilities and more, in a way which allows for easy comparison with typical phases of child development. To plan effectively, formative



assessment needs to be based on observations of the children in action, both in self-chosen play (Enhanced Provision and Continuous Provision) and planned activities. This is at the heart of good quality early years provision. The assessment gives the main purpose of informing the next steps in teaching and learning by identifying whether our learners are progressing as intended. We aim to secure effective formative assessment in a variety of ways eg high-quality feedback, good questioning, self and peer-assessment and summative assessment.

We give feedback to our children in a number of ways during the teaching and learning of the lesson. Teachers will choose the most appropriate feedback strategy for specific learning contexts and pieces of work. We aim to give prompt feedback, acknowledging that children make the greatest progress in their learning when they have immediate feedback to their work and have the opportunity to respond in the same lesson or as soon as is reasonably practicable.

Questioning is a vital part of assessment and a number of strategies are used to help us understand the pupils understanding and knowledge. When asking a question increasing 'wait time' after asking questions, ensuring that 'thinking time' is given. We use a strategy of "Think, Pair, Share" this gives learners a few minutes to consider their responses to questions on their own. Then each learner discusses their ideas with a partner before the discussion is opened up to the whole class. Ensuring we use a variety of open and closed questions – placing an emphasis on open questions that require our learners to use higher-order thinking skills to answer them. We encourage all learners are actively engaged with questions by asking them to write down their answers on whiteboards or using strategies such as lollipop sticks, the 'No hands up' rule to promote engagement with questions by a range of learners.

Self and peer-assessment allows regular opportunities for our learners to evaluate their own work and think about their own learning with reference to specific criteria, creating this time for our learners allows them to make sense of what their teacher says, relate it to previous learning and use this for new learning. We also create regular opportunities for our learners to evaluate each other's work and to give each other feedback. This helps our learners to develop their social skills and to use higher-level skills such as thinking critically and analytically. This requires our learners to 'think like a teacher' for each other. We use a range of self and peer-assessment activities e.g. traffic light activities, the 'Two stars and a wish', Thumbs up thumbs down self-evaluation, post-it note annotations, KWL grids and talking partners.

Formative use of summative tests e.g. Big Maths – CLIC/ SAFE/ Learn Its tests, National Reading and Numeracy tests. The outcomes of summative tests for classes, groups and individuals are analysed in order to identify what learners can do, as well as next steps in their learning. Such analysis can focus our teachers' attention on planning teaching and learning to address areas where learners experienced difficulties. Time may be spent looking at and working on summative assessment questions in class, in pairs or in groups as a peer-learning activity.



## Monitoring

Monitoring of the whole Curriculum – coverage and standards of teaching and learning, is conducted by the Headteacher, Deputy Headteacher and the AoLE leader. This is done in several ways including: book scrutinies, monitoring planning, analysing assessment data, monitoring targets, lesson observations, learning walks, listening to learners, looking at displays and informal discussions with staff.

## Review

As we implement the Curriculum for Wales 2022, we are aware of the need to monitor our Teaching and Learning Policy, and to review it regularly so that we can take account of new initiatives and research, Curriculum for Wales guidance, developments in technology and changes to the physical environment of the school. Our Teaching and Learning Policy will be reviewed bi-annually (or sooner as necessary) by the Headteacher and the Chair of Governor. The necessary recommendations for improvement will be made to the Governors.

Signed by the Chair of Governors on behalf of the Governing Body: .....

Date approved: .....

Signed by the Head Teacher: .....

Review: \_\_\_\_\_ (Date)



## Appendices

Appendix 1 – The Pedagogical Principles

Appendix 2 – Cefn Glas - The Four Purposes

Appendix 3 – Long-Term Planning

Appendix 4 – Medium-Term Planning

Appendix 5 – Short-Term Planning

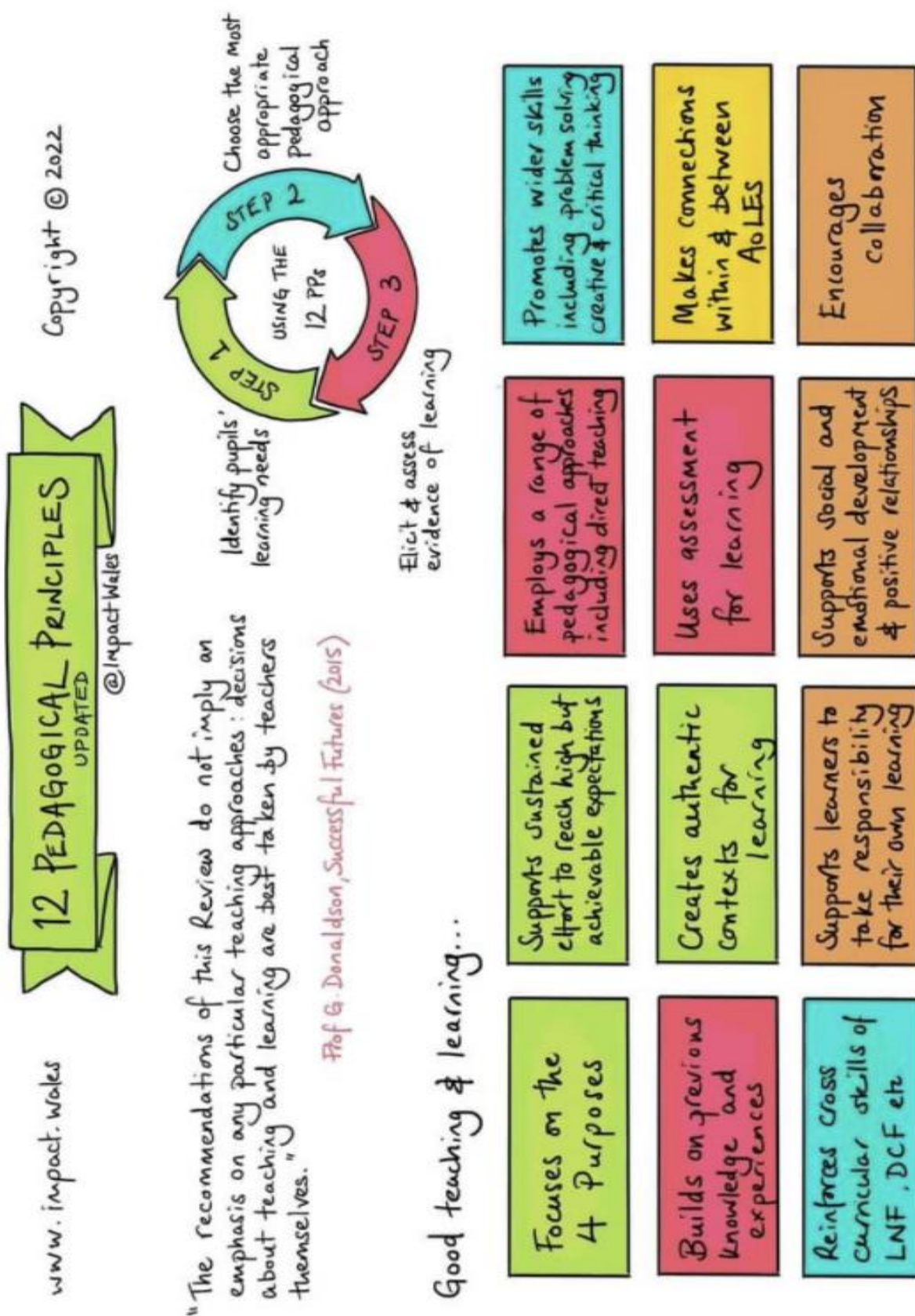
Appendix 6 – Weekly Overview Planning

Appendix 7 – RVE planning



## Appendix I – The Pedagogical Principles





## Ambitious, Capable Learners

Ready to learn throughout our lives

I always try to be the best I can.



I can use what I have learnt in lots of places



I ask questions to work things out.



I talk about what I know in Welsh and English.



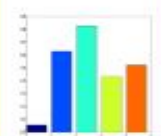
I can explain what I have learnt.



I use numbers in lots of different activities



I use my numbers to understand data.



I use different technology To communicate and analyse



I find out about different things and think carefully about how to use information.



'Let's Learn Together'

## Enterprising, Creative Contributors

Ready to play a full part in work and life

I have good ideas and I use them to make new things.



I solve problems in lots of different ways



I make the most of every opportunity.



I take sensible risks.



I can be a leader and let others lead.



I can tell you my ideas in lots of different ways



I help others



I work and play in a team.



I use my skills in my work and play



'Let's Learn Together'

## Healthy, Confident Individuals

Ready to lead fulfilling lives as valued members of society

I have firm values and I am developing my own thoughts and beliefs



I respect myself and others. I make and keep friends



I understand that mistakes help me to learn and I don't give up. I enjoy a challenge.



I understand how others are feeling



I am happy, healthy and safe. I know who I can talk to about staying safe and healthy



I am healthy and active and have a healthy diet.



I think before I decide to do or say something. I know if a risk is worth taking



I am becoming more confident. I perform in front of others



I try to be independent and do things for myself.



'Let's Learn Together'

## Ethical, Informed Citizens

Ready to be citizens of Wales and the world

I find out about things but I make my own mind up.



I know there are good and bad things happening in the world.



I know and care about the rights of children and try to help



I understand that my actions and behaviour impact on others.



I know about different people and places around the world. Now and in the past.



I believe that we are all different but equal.



I care for the environment.



I am a citizen of Wales which is part of the world.



I know my views are important and I have the right to have my say



'Let's Learn Together'





Appendix 3- Long-Term Plan

|                    | Autumn Term           | Spring Term                           | Summer Term              |
|--------------------|-----------------------|---------------------------------------|--------------------------|
| Whole School Theme | Happy, Healthy Heroes | Fact, Fiction and Fairytails          | Let's go fly a kite      |
| First Half         | Health and Well-being | Humanities                            | Mathematics and Numeracy |
| Second Half        | Expressive Arts       | Languages, Literacy and Communication | Science and Technology   |



## Appendix 4 – Medium-Term Planning

|                                                                         |                                                                                               |                                      |                                |                        |                                                                    |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------|------------------------|--------------------------------------------------------------------|
| Ethical, informed citizens ready to be a citizen of Wales and the world | Healthy, Confident individuals, ready to lead fulfilling lives as a valued member of society. |                                      |                                |                        | Ambitious, capable learners, ready to learn throughout their lives |
|                                                                         | Pupil Voice                                                                                   | Engage                               | Topic:<br>Year Group:<br>Date: | Celebrate              |                                                                    |
|                                                                         |                                                                                               | Language, Literacy and Communication | Mathematics and Numeracy       | Health and Well-being  |                                                                    |
|                                                                         | Visitors in/Visits out                                                                        |                                      |                                |                        |                                                                    |
|                                                                         | Literacy<br>Numeracy<br>Digital Competence                                                    | Expressive Arts                      | Humanities                     | Science and Technology |                                                                    |
|                                                                         |                                                                                               |                                      |                                |                        |                                                                    |
|                                                                         | AFL AOL                                                                                       | RSE RVE                              | Four Purposes                  | Curriculum Cymreig     |                                                                    |
|                                                                         |                                                                                               |                                      |                                |                        |                                                                    |
|                                                                         |                                                                                               |                                      |                                |                        |                                                                    |
|                                                                         |                                                                                               |                                      |                                |                        |                                                                    |



## Appendix 5 – Short-Term Planning



Harvest Heroes - Year 2

### Learning Experiences

| Healthy, Confident individuals, ready to lead fulfilling lives as a valued member of society.                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pupil Voice</b><br><br>Class Charter<br>Suggestion Box<br>Would you rather?                                                                                                                                                                                       | <b>Engage</b><br><br>Harvest Hero<br>Superhero HQ Take Over Day                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Topic: Happy, Healthy Superheroes</b><br><b>Year Group: 1/2</b><br><b>Date: 10.10.22 - 28.10.22</b>                                                                                                                                                                                                | <b>Celebrate</b><br><br>Harvest Performance<br>Seren yr Wythnos<br>Siaradwr yr Wythnos                                                                                                                                                                                                                                                                                                                                               |
| <b>Visitors in/Visits out</b><br><br>Looby Lou Superhero HQ 13/10<br><br>Caroline Morris Helping Handsevery Wednesday PM<br><br>Lindsay Harvey, Huw David, Jon-Paul Blundell.20/10<br><br>Ceri Carr-lesson observation 17/10<br><br>M & M Theatrical - Scrooge 26/10 | <b>Language, Literacy and Communication</b> <ul style="list-style-type: none"> <li>• Listening and oracy – Daily story.</li> <li>• Individual/guided reading/library. LDL38,LDL51</li> <li>• Daily Twinkl Phonic Sessions.LDL39</li> <li>• BSL – Prayers/alphabet/eco motto/days of the week. LDL02</li> <li>• Handwriting – Welsh Oes brawd? LDL90</li> <li>• Introduce onomatopoeia. Write a list.</li> <li>• Create an onomatopoeia rap.LDL122</li> <li>• Trusted adult writing.LDL94</li> <li>• Shwmae Day.LDL01</li> </ul> <div>           Welsh SOW<br/>           Oes brawd neu chwaer gyda ti?<br/>           Ble rwyd ti'n byw? Dw i'n byw yn mhenybont gyda mam.<br/>           Faint ydy dy oed di? Dw i'n chwech oed.         </div> | <b>Mathematics and Numeracy</b> <ul style="list-style-type: none"> <li>• Daily Maths sessions-planning per group.</li> <li>• Weighing activities MNDL24</li> <li>• Monster Money reasoning MNDL14</li> <li>• Properties of 2D and 3D shapes MNDL26</li> <li>• SAFE/ CLIC/ Learn Its MNDL36</li> </ul> | <b>Health and Well-being</b> <ul style="list-style-type: none"> <li>• Who are your trusted adults? PP, discussion and record in books. Show children all school members of staff on website. HWDL21</li> <li>• Emotions – Daily feelings. HWDL09</li> <li>• Would you rather? HWDL15</li> <li>• Trim Trail HWDL02</li> <li>• Cooking session- chop vegetables to make vegetable soup.HWDL03</li> <li>• Real Dance. HWDL01</li> </ul> |
| <b>Literacy</b> <b>Numeracy</b> <b>Digital Competence</b><br><br><b>DCF</b><br>Use compass on Ipads DCF26<br>Jamboard-Kindness<br><b>LNF</b><br>Weighing NF52<br>Onomatopoeia LF04/47                                                                                | <b>Expressive Arts</b> <ul style="list-style-type: none"> <li>• P.E session - Real Dance</li> <li>• Introduce Banksy.EADL03 Begin to create calendars linked to the Balloon Girl. EADL05</li> <li>• Cauliflower Cards.EADL01</li> <li>• Harvest samba. Learn to sing in rounds. Add instruments.Perform.EADL04</li> <li>• Onomatopoeia rap.EADL10</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                     | <b>Humanities</b> <ul style="list-style-type: none"> <li>• Forest Introduce compass and compass directions. What can you see in the NESW? Draw.HUDL14</li> <li>• Listen for onomatopoeia in the outdoor environment- buzz,vroom,tweet, chatter, squeak etc.HUDL18</li> </ul>                          | <b>Science and Technology</b> <ul style="list-style-type: none"> <li>• Jamboard – Activity on RSE (See RSE)</li> <li>• Would you rather? Seesaw activity.STDL40</li> <li>• Celery/cabbage experiment.STDL01/2/3</li> <li>• Vegetables-name and discuss where they grow? Is it a root vegetable? STDL25</li> <li>• Compass work on Ipads.STDL41</li> </ul>                                                                            |
| <b>AFL AOL</b><br><br><b>Maths assessments</b><br><b>Phonic Assessments</b>                                                                                                                                                                                          | <b>RSE RVE</b> <ul style="list-style-type: none"> <li>• RSE- Trusted adult activity see H &amp; WB</li> <li>• Jamboard. Write something kind about your friend.</li> <li>• RVE Harvest Festival. Food Bank donations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Four Purposes</b><br><br><b>Ambitious, capable learners who:</b><br>Can explain the ideas and concepts they are learning about                                                                                                                                                                     | <b>Curriculum Cymreig</b> <ul style="list-style-type: none"> <li>• Port Talbot Banksy Art. View, locate Port Talbot on a map/Google Earth. Discuss. HUDL16</li> </ul>                                                                                                                                                                                                                                                                |
| Enterprising, Creative contributors, ready to play a full part in life and work                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                      |



## Appendix 6 – Weekly Overview Planning

### UFP Timetable 2022 – 2023

| Time  | Monday                                               | Tuesday                                              | Wednesday                                            | Thursday                                             | Friday                                               |
|-------|------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|
| 8:50  | School starts - doors open                           | School starts - doors open                           | School starts - doors open                           | School starts - doors open                           | School starts - doors open                           |
| 9:00  | Pay to play<br>Feelings<br>Do jo Reg<br>Registration | Pay to play<br>Feelings<br>Do jo Reg<br>Registration | Pay to play<br>Feelings<br>Do jo Reg<br>Registration | Pay to play<br>Feelings<br>Do jo Reg<br>Registration | Pay to play<br>Feelings<br>Do jo Reg<br>Registration |
| 9:10  | CLIC                                                 | CLIC                                                 | CLIC                                                 | CLIC                                                 | CLIC                                                 |
| 9:30  | Cross Curricular Activity                            | Cross Curricular Activity                            | Cross Curricular Activity                            | Cross Curricular Activity                            | Cross Curricular Activity                            |
| 10:30 | Helpwr Heddiw<br>Milk and Fruit                      | Helpwr Heddiw<br>Milk and Fruit                      | Helpwr Heddiw<br>Milk and Fruit                      | Helpwr Heddiw<br>Milk and Fruit                      | Helpwr Heddiw<br>Milk and Fruit                      |
| 10:45 | Break                                                | Break                                                | Break                                                | Break                                                | Break                                                |
| 11:00 | Cross Curricular Activity                            | Cross Curricular Activity                            | Cross Curricular Activity                            | Cross Curricular Activity                            | Cross Curricular Activity                            |
| 12:00 | Lunchtime                                            | Lunchtime                                            | Lunchtime                                            | Lunchtime                                            | Lunchtime                                            |
| 1:00  | Registration / Mindfulness                           | Registration / Mindfulness                           | Registration / Mindfulness                           | Registration / Mindfulness                           | Registration / Mindfulness                           |
| 1:15  | Assembly                                             | Collective Worship                                   | Assembly                                             | Collective Worship                                   | Assembly                                             |
| 1:30  | Phonics                                              | Phonics                                              | Phonics                                              | Phonics                                              | Phonics                                              |
| 1:50  | Cross Curricular Activity                            | Cross Curricular Activity                            | Cross Curricular Activity<br>Forest                  | Cross Curricular Activity<br>P.E session             | Cross Curricular Activity                            |
| 3:00  | Story                                                | BSL                                                  | Welsh Story                                          | Circle Time                                          | Story                                                |
| 3:15  | School ends                                          | School ends                                          | School ends                                          | School ends                                          | School ends                                          |

### Continuous Provision

|              |                                                                          |
|--------------|--------------------------------------------------------------------------|
| Writing      | Magnetic letters, whiteboards & whiteboard pens – common exception words |
| Creative     | Create a crown for our new king.                                         |
| Maths        | Math pom poms – paint pots with sums and tweezers.                       |
| Construction | Build a palace for our new king out of different building materials.     |
| Mark making  | Mark making dice – roll the dice, copy the patterns.                     |
| Small world  | Make up a story using the puppets and background. Record using iPad.     |
| Finger Gym   | Make a model of the king or queen using play dough.                      |
| Fine motor   | Mystery puzzle pieces. Wrap puzzle pieces in foil.                       |



## Appendix 7 – RVE Planning

### Religious, Values and Ethnic Overview

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

|                                           | Autumn Term - Happy, Healthy Heros                     |                                                                                                                    |                                                                                                                                       |                                                 | Spring Term - Fact, Fiction and Fairytales                                |                                                                    |                                                                                                                             | Summer Term - Magical Maths and Super Science (robots) Let's go fly a kite! |                                                  |                                             |                                                                                                   |
|-------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------|
|                                           | September                                              | October                                                                                                            | November                                                                                                                              | December                                        | January                                                                   | February                                                           | March                                                                                                                       | April                                                                       | May                                              | June                                        | July                                                                                              |
| School Value                              | C - Celebrate                                          |                                                                                                                    | E - Everyone Counts                                                                                                                   | F - Firm Foundations                            | N - Nurturing                                                             | G - Growing Together                                               |                                                                                                                             | L - Learning for Life                                                       | A - Ambitious                                    | S - Success                                 |                                                                                                   |
| Value Focus                               | Hope<br>ACL                                            | Determination<br>ACL                                                                                               | Friendship<br>HCI                                                                                                                     | Creativity<br>ECC                               | Appreciation<br>ECC                                                       | Kindness<br>EIC                                                    | Respect<br>EIC                                                                                                              | Courage<br>EIC                                                              | Perseverance<br>ACL                              | Happiness<br>HCI                            | Thankfulness<br>HCI                                                                               |
| Religious Festivals throughout the world. | International Day of Peace                             | Harvest World Food Day - 16 <sup>th</sup><br>Black History Month<br>World Habitat Day<br>Diwali - 24 <sup>th</sup> | Remembrance Day<br>Bonfire Night<br>St Andrew's Day 30 <sup>th</sup><br>World Kindness Day<br>World Children's Day - 20 <sup>th</sup> | Christmas 25 <sup>th</sup><br>Hannukkah         | New Year's Day (1 <sup>st</sup> )<br>Chinese New Year<br>St Dwynwyn's Day | Valentine's Day (14 <sup>th</sup> )<br>Random Acts of Kindness Day | Shrove Tuesday<br>St David's Day (1 <sup>st</sup> )<br>Lent<br>St Patrick's Day (17 <sup>th</sup> )<br>Holi<br>Mother's Day | Ramadan<br>Good Friday<br>Easter<br>St George's Day (23 <sup>rd</sup> )     | Local and Community History Month<br>Eid al-Fitr | Pride Month                                 | Eid al-Adha<br>St Swithin's Day                                                                   |
| RRS                                       | Article 7 - I have the right to a name and nationality | Article 24 - I have the right to good quality health care, clean water & food                                      | Article 1 & 4 - Definition of a child. Making rights real.                                                                            | Article 31 - I have the right to play and relax | Article 27 - I have the right to food, clothing and a safe home           | Article 13 - I have the right to share my thoughts freely.         | Article 42 - I have the right to know my rights.                                                                            | Article 12 - I have the right to express my views, feelings and wishes.     | Article 28 - I have the right to an education    | Article 8 - I have the right to an identity | Article 29 - Education must develop every child's personality, talents and abilities to the full. |