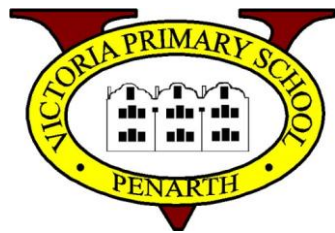


Victoria Primary School Ysgol Gynradd Victoria



Learning and Teaching Policy Polisi Dysgu ac Addysgu

Together we aim for the stars.
Gyda'n gilydd rydym yn anelu am y sêr.

Ysgol Gynradd Victoria Primary School

LEARNING AND TEACHING POLICY

INTRODUCTION

At Victoria, we believe that every member of the school community is a learner: pupils, staff and parents. Together we develop as a learning organisation, using information from research, other schools, businesses and the real world to build a culture for improvement. Across all Areas of Learning and Experience (AoLE), the application of numeracy, literacy and digital competency is robustly planned for. In addition to literacy, numeracy and digital competence, teachers plan for incidental Welsh and opportunities to address relationships and sexuality education and diversity and inclusion in line with the Curriculum for Wales. There is a whole school and cluster approach to well-being enabling pupils to understand their own and others' emotions. This is in line with the Health and Well Being AoLE, and is integrated throughout the school day, and throughout the curriculum itself.

Every opportunity is used to promote the school motto of "Together we aim for the stars"

SCHOOL VISION

Our vision is to provide a **nurturing** and **inclusive** environment that facilitates a love of learning. By working together, we strive to foster happy, respectful relationships among all members of our community, equipping our children with the **resilience** needed to embrace challenges and safely navigate their futures.

AIMS

Our school community is dedicated to fostering an **inclusive** environment where every individual is encouraged to **thrive** in their learning journey.

We will foster an environment where the school community actively supports our initiatives, and the Governors provide essential guidance. **Together**, we strive to cultivate continuous improvement on our educational journey.

As global citizens, we are committed to valuing our community and the wider world, fostering an ethos of **care and responsibility**, and actively contributing to a sustainable future that ensures the **wellbeing** of future generations.

We will provide all pupils with a **varied** and **inclusive** curriculum that is both **challenging** and **engaging**, fostering an environment that motivates the development of purposeful skills essential for lifelong learning and personal growth.

We will foster an **inclusive** community that **cares** for one another, respecting diverse views and celebrating individual achievements. We will create a **safe** environment where every member feels **valued** and **empowered** to flourish.

CURRICULUM VISION

Our vision is to provide a curriculum that is supporting, fun and challenging. It will help us to be resilient, responsible and creative. It will encourage everyone to be happy, healthy and prepared for our future.

AIMS FOR LEARNING AND TEACHING

- Create a happy welcoming school environment that respects the UNCRC's Rights of the Child
- Deliver a "Four Purpose" driven curriculum
- Develop each individual to their potential through offering a wide range of high quality skills and knowledge based experiences
- Enable optimum progression of each individual to develop their talents and skills through a wide range of high-quality skills and knowledge-based experiences
- Promote equality of opportunity and respect for everyone, irrespective of belief, race and gender
- Encourage a love of learning and high levels of confidence through a growth mindset approach
- Develop effective thinking, independent learning and the ability to solve problems creatively.
- Use every opportunity to develop the skills of Numeracy, Literacy and Digital Competency enabling each child to experience achievement at all levels.
- Enable pupils to be given progressive responsibility for organising their learning and management of time.
- Enhance self-worth and the ability to value each person's own worth through a caring, secure environment.
- Develop imagination and creativity by offering a wide range of authentic experiences.
- Develop the natural curiosity that children exhibit about themselves and their world, and use their curiosity to foster positive attitudes to learning.
- Develop an appreciation of the diverse heritage and history of Wales, through authentic contexts.

A PURPOSEFUL, AUTHENTIC AND RELEVANT CURRICULUM

The Curriculum for Wales will be used throughout Wales from 2022.

The principles underpinning every Area of Learning and Experience (AoLE) in Victoria Primary School ensures that the curriculum is:

- **Authentic:** rooted in Welsh values and culture and aligned with an agreed set of stated purposes
- **Evidence-based:** drawing on the best of existing practice within Wales and from elsewhere, and on sound research

- **Responsive:** relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and dispositions for future challenges as lifelong learners
- **Inclusive:** easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society.
- **Ambitious:** embodying high expectations and setting no artificial limits on achievement and challenge for each individual child and young person
- **Empowering:** developing competences which will allow young people to engage confidently with the challenges of their future lives
- **Unified:** enabling continuity and flow with components which combine and build progressively
- **Engaging:** encouraging enjoyment from learning and satisfaction in mastering challenging subject matter
- **Based on subsidiarity:** commanding the confidence of all, while encouraging appropriate ownership and decision making by those closest to the teaching and learning process
- **Manageable:** recognising the implications for and supported by appropriate assessment and accountability arrangements.
- **Rights-based:** underpinned by the principles of the United Nations Convention on the Rights of the Child.

We are committed to developing a curriculum which engages, enthuses and inspires our pupils. We encourage teachers to have the freedom to teach in ways they feel will have the best outcomes for their learners. We have a strong emphasis on the acquisition and application of skills and knowledge through experiential and active learning. All children contribute to their curriculum, ensuring that they have ownership over their learning, through class planning at the beginning of each topic. Every school topic is launched either through immersions days, educational trips, school based activities and use of visitors to ensure effective learner engagement from the first day of each topic.

PLANNING AND PREPARATION FOR LEARNING

Our curriculum places emphasis on equipping young people for life. It provides pupils with opportunities to learn new skills and apply their knowledge positively and creatively. Learners get a deep understanding of how to thrive in an increasingly digital world. We follow a digital competence framework developing digital skills across the curriculum, and preparing them for the opportunities and risks that an online world presents. All teachers ensure that learners are planned for ambitiously, at a progression step relevant to their need. Each AoLE has a number of What Matters statements, which ensure breadth, and coverage of the fundamental key concepts.

The AoLE's are:

- Mathematics and numeracy
- Language, literacy and communication

- Humanities
- Expressive arts
- Science and technology
- Health and well-being

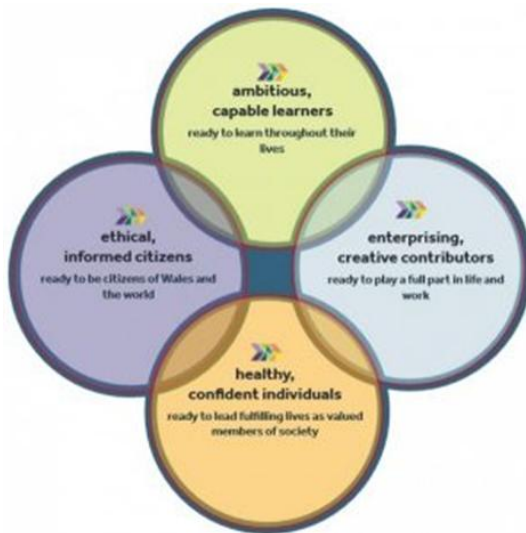
As a guide to planning, the school has mapped out expectations for each year group in the table below. However, learners may be above or below the descriptions of learning within that particular progression step. A child's progression step is not a 'best fit' model but a way to genuinely plan for an individual's progression in different areas of learning.

Teachers use the PPA time effectively to plan, prepare and assess learning. This takes the form of the skills, knowledge and experiences that each child needs to be able to progress.

Year Group	Progression Step	Year Group	Progression Step
Nursery	PS1	Year 3	PS2/PS3
Reception	PS1/PS2	Year 4	PS3
Year 1	PS2	Year 5	PS3
Year 2	PS2	Year 6	PS3/PS4

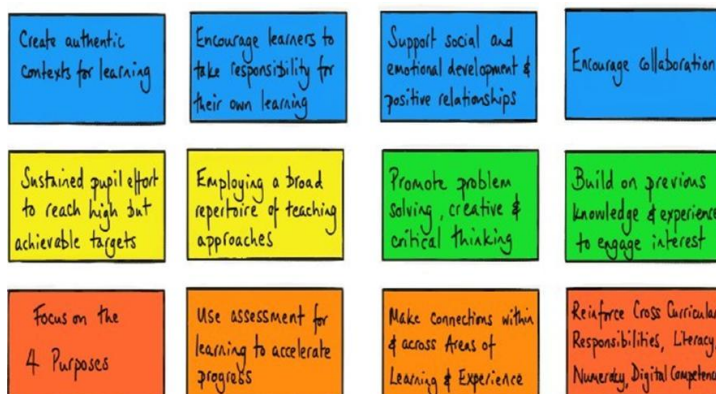
The curriculum is the whole learning experience offered by our school. It is not only the lessons and activities, but also the attitudes and values we promote. This is achieved through integrating the **Four Purposes (Fig 1)** and **Pedagogical Principles (Fig2)** into all our planning. These are explicit to the learners and the parents.

(Fig 1) The Four Purposes



(Fig 2) 12 Pedagogical Principles

Teachers plan and prepare learning with a clear understanding of pedagogy. Within any given learning opportunity, adults consider their selection of methods in light of the purpose of learning. This involves the teachers' blend of theoretical and practical knowledge, deciding on how best to promote effective learning.



THE SUPPORTIVE LEARNING ENVIRONMENT

All staff are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential.

Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued. We recognise the importance of building positive self-esteem in children

The essentials of positive self-esteem:

Belonging: each child has a contribution to make, we value and encourage these

Aspirations: Every pupil is encouraged to work towards their achievable goal. All staff express high aspirations for themselves and the children they teach

Safety: consistency in expectations and standards help pupils feel safe. Clear boundaries are set and good learning behaviour recognised and rewarded

Identity: a sense of self-knowledge is supported by the belief that individuality is not threatened by undue pressure to conform. We respect differences and encourage children to learn from and thrive within our diverse community

Challenge: acquiring coping strategies are an important part of development and learning.

Children are taught to take risks and learn through mistakes within a Growth Mindset culture and environment.

Success: all staff reinforce success and build an environment where risks can be taken. Success is celebrated as part of our learning culture

USE OF ARTIFICIAL INTELLIGENCE (AI)

At Victoria Primary School, we use Artificial Intelligence responsibly, positively, and with clear purpose to enhance teaching and learning. AI supports teachers by reducing workload, assisting with planning and feedback, and creating personalised learning experiences, while also helping children develop critical thinking and digital skills. Our approach ensures that learners grow as ambitious, capable learners; creative contributors; responsible citizens; and confident individuals, fully prepared to live and work in an increasingly AI-enabled society.

THE PHYSICAL ENVIRONMENT

There are positive effects on standards and motivation of pupils associated with the physical environment. Factors include the use of displays, music, the use of resources including ICT, the consideration of pupil groupings in the physical layout of the room. Teachers are responsible for ensuring classrooms are an exciting, stimulating and welcoming place to be by:

- Arranging furniture and space to create a safe, flexible learning environment, including a carpet focus area where appropriate.
- Creating a topic focused environment which stimulates interest in the theme of study e.g., wall display, themed book corner or role play area

- Making sure the equipment is bi-lingually labelled and accessible to promote independent learning
- Creating a space for each student; labelling trays, where applicable, and pegs
- Teaching, and expecting, children to respect and care for their environment
- Ensuring classrooms are inviting and all areas are clear and clutter free
- Providing an inviting book corner
- Creating role play areas (where and when relevant)
- Using outside space

DISPLAY

We use display to support, reinforce and celebrate learning. Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of expectations and targets and motivate children towards further learning.

Each class across school should have:

- An area of the room that promotes and supports high standards of literacy with modelled texts, prompts and helpful resources. Every time I write pencils are used to remind children of the basic expectations of writing.
- A Maths display mainly promoting conceptual understanding around number and must include concrete, pictorial and abstract.
- Learning Journey displays that are innovative and use bi-lingual captions to effectively generate interest. Hot Questions may be used to promote further interest.
- Visual timetable on display at all times during the day using symbols where appropriate
- Jigsaw characters and/or themes.
- Esteem raising well-presented displays of children's work that reflects their achievements
- Displays that reflect the make-up of the school population i.e. positive images of culturally diverse groups, examples of community languages and images that challenge stereotypes of gender and disability
- Motto and Four purposes displayed
- Rules and recognition board

THE LEARNING JOURNEY

Teachers are responsible for the planning, preparation and delivery of opportunities which enable learners, in relation to their starting points, to achieve very high standards. This requires a thorough knowledge of each individual in the class through the use of One Page Profiles (prior attainment, targets, learning needs- IDPs, language stage, cultural backgrounds and interests). It also requires very good subject knowledge with effective planning and stimulating use of strategies, resources and personnel to enable all pupils to learn effectively.

Teachers are expected to create a secure and friendly environment in which high levels of good behaviour are maintained. Our aim as teachers is to enable learners to thrive, enjoy and develop the skills and capacity to work independently and collaboratively making good progress in all aspects of their learning. As a staff, we constantly consider teaching style, environment and expectations to ensure that every child is feeling confident, happy and secure.

Recognising and celebrating success through assemblies, displays and performances is very important at Victoria. We ensure that there is a broad range of opportunities for everyone to shine. Children are grouped according to the aims of the lessons. For literacy and maths this is sometimes by academic ability, however throughout the day it may be mixed ability or friendships.

Activities are differentiated to meet learning needs and children take ownership of these by selecting an appropriate level of challenge through chilli challenges and 'Must/should/could' statements depending on the nature of the activity.

The school is committed to ensuring that more able and talented learners are appropriately challenged and supported to reach their full potential. Teachers plan differentiated learning opportunities that extend depth, complexity, and independence within lessons. Enrichment activities, higher-order questioning, and open-ended tasks are used to encourage curiosity, creativity, and critical thinking. Teachers use activities called 'think ons' where pupils apply their understanding of concepts in different contexts. Progress is monitored regularly to ensure that these learners remain engaged, motivated, and sufficiently stretched across the curriculum.

QUESTIONING

The use of open and closed questioning is vital to teaching and learning. Questions are used to assess children's starting points, to deepen understanding and to check children's progress.

A range of question types should be used from literal to higher order. Children must always be given thinking time and a range of strategies are employed in this school to facilitate a 'no hands up' approach: talk partners, think-pair-share. We teach children how to raise their own questions and how to use a range of techniques to find the answers to questions that have been posed.

LEARNING STYLES

We recognise children learn in different ways and therefore plan and deliver a multi-sensory, differentiated approach to engage all learners using auditory, kinaesthetic and visual stimuli. A wide range of resources, including those available on virtual classrooms, are available.

We recognise multiple intelligences and differing learning styles by providing a range of opportunities for pupils to demonstrate their understanding. These include opportunities for pupils to communicate ideas through speaking and listening, writing, story mapping, music, drama, ICT, art, investigation and problem solving, research and finding out, asking and answering questions, creative activities, debates, role-plays, oral presentations and designing and making.

Throughout the day, pupils engage in whole-class work, group work, paired work, and independent work. We aim for each session to include visual, auditory, and kinaesthetic activities so that pupils see, hear, and do. We make effective use of 'talk partners' and we model, encourage, and praise co-operative learning.

BLENDED LEARNING

Blended learning is an approach adopted across the school and used when appropriate. As a school, we have decided on a flexible approach which allows staff to provide instant feedback to a small group at a time. Activities and resources are carefully planned for all aspects of blended learning and encourage pupils to build their independent and collaborative learning styles.

Children use a variety of working spaces, including the outdoors, and record their learning in a variety of ways e.g. learning journals, SeeSaw, Google classroom.

Alongside our adult group teaching, children within Reception and Year 1 also access all areas of the curriculum through continuous and enhanced provision. A peg-system is utilised that encourages them to independently access a range of purposeful learning activities. The pegs allow adults to see which activities children have attempted and ensures breadth and balance of learning opportunities throughout the year, guiding children to engage with every provision area over time.

ADDITIONAL NEEDS

Pupils have different strengths and abilities, particular needs and areas for development. Some pupils show academic ability early and need to be encouraged and appropriately challenged. Others need more time or assistance to develop their skills in reading, spelling, or mathematics or their emotional health and wellbeing.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Account is taken of individual needs through appropriate differentiation of the curriculum both in the classroom and where appropriate, in an individual or small group situation. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instill lifelong learning aspirations for everyone through a range of activities which are fun and enjoyable.

When organising additional learning support, it is essential that children with ALN have access to a broad and balanced curriculum, along with regular opportunities to engage in all areas of learning. We believe that pupils with ALN should not be routinely separated from their class teachers or peers, but instead be included within their class as much as possible.

Some pupils will also benefit from smaller group or individual programmes of targeted intervention, provided in addition to the support they receive in class.

To support this, we ensure that teachers and learning support assistants are well-prepared to meet the challenges and complex needs that some children with ALN may present. Staff receive the necessary training, and all adults in the classroom share responsibility for every child's learning. They are deployed effectively to provide the support needed for children identified as having an ALN.

Our school fully embraces person-centred practices. We aim to involve both ALN pupils and their parents in any decisions that may affect them.

During a PCP meeting, it may be determined that a child does not have ALN requiring Additional Learning Provision (ALP). ALP refers to support that is additional to, or different from, what is typically offered to pupils. In this case their needs would be met through Universal Provision. Alternatively, the meeting may confirm that a child does have ALN requiring ALP. If so, this will be detailed in an Individual Development Plan (IDP), which outlines the targets and support in place to help them progress. IDPs must be reviewed annually through a PCP meeting.

Further support can be gained through the services of specialist teachers or educational psychology team.

ASSESSMENT

Assessment lies at the heart of the process of promoting children's learning. It provides a framework which educational objectives may be set and children's progress expressed and monitored. Our focus is through assessment for learning strategies

Assessment should be incorporated into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping, and generalization in respect of protected characteristics.

PRINCIPLES

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

A short and focused Learning objective (LO) is shared (written or spoken) during each session so children understand the purpose of the lesson. Depending on the activity children consider the steps needed to achieve the learning objective (steps to success). During the lesson children are encouraged to reflect on their learning using the steps to success as aids.

Teaching staff are constantly assessing; they observe, ask questions and work with groups and individuals throughout the day.

We also value summative assessments of learning, where the children are assessed against national standards. We use a variety of resources and use the results intelligently to record progress and to identify future areas of improvement.

On entry to Progression step 1 a baseline assessment is initially made for all children. A Reception Baseline Assessment will also be completed.

Assessments of children are integral to good practice as observations recording significant learning for each child are tracked on the school tracking system. Results of assessment are used to inform planning, set targets and aid early identification of additional needs.

The Headteacher and ALNCo discuss pupil progress with teachers on a termly basis during Pupil Progress Meetings. Children that have made limited or no progress are the initial focus, with discussions around reducing, or removing, the barriers to learning that these children face. Further discussions around those children that are at Progression Step Expectations, focus on how these children may be challenged to exceed expectations.

Teachers meet with parents individually to discuss progress, during the Autumn term, Spring term and then, at the end of each school year, teachers write detailed reports for each child.

MARKING AND FEEDBACK

Teaching staff provide constructive process-based feedback to children, focusing on success and improvement against targets, learning objectives and success criteria. Feedback helps children to become reflective learners and gives them strategies to be able to improve their work and take the next steps in their learning. It is important that children know how well they are working, what their strengths are and what they need to do next to improve. As a school we focus on giving children immediate verbal feedback so that they can make improvements to their work during the learning session. In the foundation phase the majority of feedback is through this approach. When this takes place, the children are given a 'V' stamp in their book representing verbal feedback

'Tickled pink and green for growth' is a marking approach that we follow when comments are written in children's books. The learning objective is highlighted in either pink or green, depending on whether the child has shown understanding of the content /skills of the lesson. If a child has displayed partial understanding of the learning objective it is highlighted in pink dashes. Teaching staff make comments using red pen. Occasionally the teacher will use a green highlighter and write a comment/question for the child to go back and 'uplevel' their work. They do this using green pens. Children are given time to read

and respond to the written feedback that the teacher has provided. Across the school, stickers and stamps are also used by teaching staff when 'marking' children's learning.

Children often record their learning on Seesaw and Google classroom, and staff give feedback via these platforms. They are encouraged to evaluate the work of their peers and provide suggestions for improvement. Discussions with pupils highlight the importance and value of peer assessment.

When classes are covered by learning support assistants or supply teachers then the children's learning will be initiated by the member of staff.

EQUAL OPPORTUNITIES

The delivery and content of lessons should be sufficiently differentiated to ensure all pupils can access and achieve within the curriculum. Teachers must take account of ALN more able and talented, physical needs and language stage needs when planning and teaching lessons to ensure learning opportunities are provided which match pupils' ability and potential.

HOME LEARNING

It is vital that a strong partnership is built with parents, and homework gives the chance for parents to become involved in their child's learning

It provides the opportunity to reinforce what has been covered in lessons, practice a skill or to introduce a new topic. Teachers are responsible for setting and marking this work in line with the school policy.

Every term the Curriculum Task Group set a family learning project for children to complete at home with their family during the half term holidays. The focus is on family involvement, fun and creativity with prizes awarded for the best projects

EXTENDED PROVISION

We provide a varied menu of activities to support and enrich learning; these include breakfast club, after-school clubs, residentials, sports tournaments and competitions.

WORKING WITH OTHERS

Parents

We actively encourage the participation of parents as partners in learning and aim to create a welcoming atmosphere.

- Parents are informed of their children's learning foci and ways to support learning through a termly information sheet written by the class teacher.
- Two official parent/teacher meetings are held across the year, where targets are shared. However, parents are entitled to make an appointment to see the teacher at

other times. Teachers are expected to raise concerns about a child's learning or behaviour with parents as soon as possible so that work can be done in partnership to support their child.

- A range of opportunities to share ideas and thoughts on teaching and learning and curriculum are provided to parents. There are also opportunities to share their child's learning journey through learning journal drop ins, theme week open days, concerts and assemblies. Parents are invited to attend a variety of workshops across the year.

THE SCHOOL COMMUNITY

We recognize the importance of fostering strong relationships with our local community. We believe that collaboration between the school and the community enriches the educational experience of our children and builds a sense of belonging and pride.

As a school we engage in purposeful visits to local places of worship, galleries, museums and local businesses. We arrange a number of visitors to deliver talks and workshops to enrich the children's topics.

LEARNING SUPPORT ASSISTANTS

In Progression Steps 1 and 2, classes are supported by Learning Support Assistants (LSAs). Teachers are responsible for the effective direction and deployment of LSAs to support learning. They ensure that planning and feedback are shared regularly and that learning objectives and activities are clear and well communicated.

In Progression Step 3, as pupils develop greater independence, LSAs are deployed to support the delivery of Additional Learning Provision (ALP) for pupils identified with ALN, as well as to provide early intervention for learners identified through ongoing monitoring and assessment.

Some Learning Support Assistants (LSAs) are also trained to cover class teachers to provide release time for planning, preparation, and assessment (PPA). When deployed in this way, LSAs follow the planned learning activities set by the teacher and ensure that teaching and learning continue effectively in line with the Curriculum for Wales. Teachers remain responsible for planning, assessment, and overall progress, while LSAs provide consistent support to maintain high-quality learning experiences during PPA periods.

PUPIL VOICE

We encourage and respect pupil voice and have a wide range of pupil voice groups. We have a School Council which meets regularly and makes recommendations and undertakes work to improve our school. All classes use discussion time to make sure children have opportunities to raise concerns and voice opinions. Children's opinions are regularly sought through questionnaires and discussions.

The Curriculum task group meet half-termly to discuss curriculum and teaching and learning improvements. They are also responsible for planning whole school theme weeks.

The children have opportunities to play an active role in planning what they would like to learn at the start of a topic.

GOVERNORS

Our governors monitor how effective teaching and learning strategies are in terms of raising pupil attainment and through the school self-evaluation processes. They are kept informed by meeting with AOLE leads on a regular basis and participate in learning walks. They then provide feedback to the governing body on their chosen AOLE. They attend governor body meetings and read and discuss reports prepared by the Head teacher and other key staff. School council and the CTG also report to the Governors on an annual basis.

This policy will be reviewed annually by the staff, the governing body and the curriculum task group.

Signature of headteacher: Date:

Signature of chair of governors: Date:

Signature of chair of CTG: Date: