 **St Helen’s Primary School**

**Ysgol Helen Sant**

**Teaching and Learning Policy 2022:**

Our mission is to

"Strive to achieve; Take care of our world; Look after each other"

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Approved by.......................................S.Sanchez................................... Headteacher

Approved by......................................Rob Thomas............................. Chair of Governors

Approved by........................Laura Jeffereis......................Health and wellbeing Lead

Approved by..............................Amy Jenner............................... Lead Governor

Approved by.......................Gethin O’Shea............ First Minister of pupil Senedd

Approved by.....................Carys Jones................... Deputy Minister of pupil Senedd

We put the United Nations Convention on the Rights of the Child (UNCRC) underpins our school vision and aims, in particular through Pupil Voice we encourage children to:

• listen to others and respect their ideas

• learn our rights, respect the rights of others and to inform others of children’s rights



* 1. At St Helen’s RC Primary school we believe in the concept of lifelong learning, learning to live and living to learn with Jesus by our sides, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

## Aims and objectives

* 1. We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.
  2. Through our teaching, we aim to:
     + Place Christ at the centre of all learning;
     + Enable children to become confident, resourceful, enquiring and independent learners;
     + Foster children’s self-esteem, and help them to build positive relationships with other people;
     + Develop children’s self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people’s feelings;
     + Show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
     + Enable children to understand their community, and help them feel valued as part of it:
     + Help children grow into reliable, independent and positive citizens;
     + Use the indoor and outdoor environment to its full potential for the child development and ensure that choice for the children is encouraged and planned for;
     + Develop sustained and shared thinking which encourages negotiation, consultation and team building strategies;
     + Share ideas and develop creativity;
     + Ensure that all provision both indoors and out is planned to develop experimental learning and has an investigative approach focus;
     + Encourage adult directed initiatives which will not stifle child development within that planning;
     + Plan for assessment for learning strategies where additional learning needs are sensitively managed and the curriculum planning will reflect assessment of learning;
     + Modifications of equipment and resources for disabled pupils will be considered and support given whenever needed. The organisation will keep this consideration at the forefront of planning at all times;
     + Develop schemes of work where all skills will be inherent in the teacher’s planning;
     + Plan educational visits that will support and extend the language development experiences of ALL PUPILS;
     + Develop transition arrangements for all pupils
     + To include opportunities for bilingualism.

## Effective Learning

* 1. We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed.
  2. All teaching will be structured to maximise learning opportunities, and lessons will be planned in accordance with the following principles:
     + The teaching should build on previous learning;
     + The teacher should explain the learning objectives, and why the lesson is important;
     + The lesson should be presented in a range of styles;
     + It should allow opportunities for the children to review what has been learnt;
     + It should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies;
     + The teaching should indicate what the next step in the learning will be;
     + The teaching and learning is a shared process in which the child feels valued and understands what is expected of him/her;
     + All teaching will build on what the child can do and not on what he/she will fail at;
     + The teaching will build on spiritual and moral beliefs that support the delight at being alive in God’s world.
  3. We offer opportunities for children to learn in different ways. These include:
     + Investigation and problem-solving;
     + Research and discovery;
     + Group work;
     + Pair work;
     + Independent work;
     + Whole-class work;
     + Asking and answering questions;
     + Use of ICT;
     + Fieldwork and visits to places of educational interest;
     + Creative activities;
     + Watching television and responding to musical or tape-recorded material;
     + Debates, role-plays and oral presentations;
     + Designing and making things;
     + To appreciate the wonderful world in which we live and build on the language of the new experiences;
     + Participation in athletic or physical activity.
  4. We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

## Effective teaching and learning

* 1. When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group.
  2. Teachers make ongoing assessments of each child’s progress, and they use thus information when planning their lessons. It enables them to take into account the abilities of all their children. The children are involved in this process. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child’s level of ability. When planning work for children with additional educational needs we give due regard to information and targets for each child with individual needs. Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters if inclusion.
  3. We use a range of performance measures for Assessment including Teacher Assessments, half- termly assessments, pupil progress meetings and test results. From this interventions and provision are adjusted accordingly.
  4. We plan our lessons with clear learning objectives. Our lesson plans contain information about the tasks to be set, the resources needed, and the way in which we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.
  5. Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. As the adult role models in the classroom, the staff lead by example.

* 1. We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety; the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents or carers, and obtain their permission, before the visit takes place. Ratios for out of school trips is strictly adhered to and verified on the LA Evlove site.
  2. We deploy learning assistants and other adult helpers as effectively as possible. Sometimes, they work with individual children, and sometimes they work with small groups. Our adult helpers also assist with the preparation of the classroom. They understand the ethos of the school and support its aims and objectives.
  3. Our classrooms are attractive learning environments. We change displays so that the classroom reflects the themes chosen by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and of both fiction and non-fiction books, as well as displays relating to RE, literacy and numeracy. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high- quality work by the children.
  4. All of our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
  5. We conduct all our teaching in an atmosphere of trust and respect for all. (Peer to Peer working and Progression step meetings)

**5 St . Helen’s School as a Learning Organisation**

**5.1** We strive to:

* Ensure our School leaders model learning leadership, distribute leadership and help grow other leaders.
* Continue to develop a shared vision centered on the learning of all learners
* Create opportunities to develop learning opportunities for staff
* Establish a culture of enquiry to try embedding new initiatives and develop current pedagogical approaches.
* Be current in all we do and try to lead in many aspects of the new curriculum
* Embrace digital technology and all its possibilities.
* Strive to be highly creative in our approach to learning and teaching.
* Willing to learn, collaborate and share good practice in our school, cluster and beyond in order to encourage positive change.

## The role of Governors

* 1. Our governors determine, support, monitor and review the school’s approach to teaching and learning. In particular, they:
     1. Support the use of appropriate teaching strategies by allocating resources effectively;
     2. Ensure that the school buildings and premises are used optimally to support teaching and learning;
     3. Check teaching methods in the light of health and safety regulations;
     4. Seek to ensure that our staff development and our performance management both promote good-quality teaching;
     5. Monitor the effectiveness of the school’s teaching and learning approaches through the school’s self-review processes, which include reports from key phase/stage leaders, the termly headteacher’s report to governors, and a review of the in-service training sessions attended by staff.

## The role of parents and carers

* 1. We believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents and carers about what and how their children are learning:
     1. By holding parental consultations to in Autumn and Spring term face to face and through a report in the Summer.
     2. By sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying called ‘Termly News’ during that term at school;
     3. By sending parents and carers regular reports in which we explain the progress made by each child, and indicate how the child can improve further;
     4. By explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work;
  2. We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers:
     1. To ensure that their child has the best attendance record possible;
     2. To ensure that their child is equipped for school with correct uniform and PE kit;
     3. To do their best to keep their child healthy and fit to attend school for example healthy lunch boxes
     4. To inform school if there are matters outside of school that are likely to affect a child’s performance or behaviour;
     5. To promote a positive attitude towards school and learning in general;
     6. To fulfil the requirements set out in the home-school agreement;
     7. Parents are actively encouraged to review the effectiveness of the school’s curriculum/school development plan etc. and suggest ideas for improvement and comment on the school’s direction. Their views are respected as well as those of their children are respected;

## Monitoring and review

* 1. We are aware of the need to monitor the school’s teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years or earlier, if necessary.
  2. In conclusion, the school environment is one where learning flourishes. Governing body members; staff, both teachers and support staff; adult volunteer helpers; parents and carers and pupils all learn from each other. It is a sustained sharing community where respect for each other’s opinions is relished as it becomes a learning community, each growing together towards a better future.

This policy must be read in conjunction with the following policies:

* Assessment, Recording and Reporting Policy
* Teaching and Learning Policy
* Foundation Phase and Key Stage Two Policy
* Inclusion Policy
* ALN Policy
* EAL Policy
* Food and fitness policy
* Wellbeing policy
* Area of Learning Policies