

Malpas Court Primary School

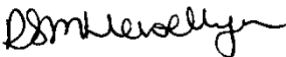
Ysgol Gynradd Llys Malpas

"Where children learn to live
and live to learn in an ever changing world"



Malpas Court Primary School

Teaching and Learning Policy

Signed  (Headteacher)

Signed *C Rawlings* (Deputy Headteacher)

Signed  (Chair of Governors)

Date: 12.03.25

To be reviewed: March 2027

"Where children learn to live and live to learn in an ever-changing world"

"Ble mae plant yn ddysgu i byw a byw i ddysgu mewn byd cyfnewidiol"

Purpose

The purposes of this policy are to:

- Promote and share understanding of what makes effective teaching and learning at Malpas Court Primary School.
- Support the progress of all pupils.
- Provide an agreed basis on which to evaluate effectiveness in teaching and learning and so inform the school's self-evaluation process.
- Promote continuous professional development
- To build the capacity of all leaders, practitioners and learners by encouraging the sharing of good practice.
- To improve the quality and consistency of learning experiences.

Our School Vision

Vision Statement:

'Our vision is to provide an outstanding education for all learners that fosters academic excellence and personal growth. In an inclusive, happy, safe environment where doors open for each child to flourish as a citizen in an ever-changing world.'

Our Ethos:

'Where children learn to live and live to learn in an ever-changing world.'

Our Motto:

'Nurture, Inspire, Achieve'

Our School Values

The INSPIRE Values are central to our school culture and ethos. Our positive relationships policy reinforces the following values:

- I We follow INSTRUCTIONS and respond IMMEDIATELY
- N We show that we are NOBLE and considerate of others
- S We are SELF-MOTIVATED to SUCCEED
- P We enjoy school life and overcome challenges by being POSITIVE
- I We aim to be INDEPENDENT
- R We care for others and show RESPECT, being RESPONSIBLE for our actions
- E We learn EFFECTIVELY by being ENGAGED in everything we do

Our Learning Vision

Our vision is to provide an outstanding education for all learners, that fosters academic excellence and personal growth. Where teaching opportunities are engaging, challenging and consistent. Where learning experiences are exciting, relevant and authentic. Allowing each child to flourish in our ever-changing world.

We hold this vision as the key to success in securing literate and numerate children. They will then be well equipped to meet the challenges in the next stage of their learning journey because they are resilient, resourceful, reflective, co-operative and independent learners.

At Malpas Court we ensure all our pupils have authentic, rich learning opportunities, that support them in developing the skills and knowledge as described in Curriculum for Wales.

At the heart of the curriculum are the Four Purposes:



The four purposes are our vision and aspiration for what we want all our pupils to be. They are the starting point for all our decisions on the content and experiences we develop at a school. They are there to influence how staff plan, teach and assess; providing the overall ambition and dispositions for our children

Our School Aims

At Malpas Court, we plan authentic learning experiences to inspire and enthuse children to work independently and collaboratively to reach their goals. We identify and build upon strengths, enabling learners to apply their knowledge and skills successfully.

At Malpas Court, we believe that children learn best when they:

- are happy, feel valued, respected and listened to.
- are engaged, appropriately challenged and extended.
- acquire new knowledge, skills, concepts and attitudes, develop ideas and increase their understanding.
- show interest in their learning and sustain concentration.
- develop independent learning strategies.
- understand what they are doing, how well they have done and how they can improve.
- are confident, feel secure and are aware of expectations.

At Malpas Court, all pupils are entitled to:

- high quality teaching.
- authentic learning opportunities.
- effective, timely, feedback on their progress.
- advice and support for mental and emotional well-being.

At Malpas Court, our teaching enables children to:

- develop lively, enquiring minds to question objectively.
- acquire relevant knowledge and skills.
- be responsible for their own actions.

- respect the rights of others as being equal to their own.
- understand and respect religious, moral and ethical values.

At Malpas Court, we believe that all should have a passion for learning. Therefore, we promote:

- a focus on developing learning, rather than transferring information and facts.
- collaborative learning, where learners learn from each other.
- active and interactive learning – use of resources such as whiteboards, number fans, that allow all pupils to participate.
- develop thinking – especially questioning, planning, problem solving, creative and critical thinking skills.
- co-construction of success criteria, so that learners are aware of what they need to do to be successful.
- reflection of what has been learned and how the learning has occurred, with an understanding of what they need to do to improve and how to do it.
- assessment for learning strategies that focuses on next steps.

Effective Teaching and Learning

At Malpas Court, we recognise that teaching is most effective when facilitators:

- demonstrate and model good knowledge, skills and understanding of the subject.
- challenge and inspire pupils.
- use methods, approaches and styles which enable all pupils to learn effectively.
- promote positive relationships and have high standards of behaviour.
- use time and resources effectively.
- assess pupils' learning thoroughly using a range of summative and formative assessments, using this information to plan effectively.
- build strong home/school relationships to reinforce and/or extend what is learnt in school.

Learning Environment

Learning and teaching at Malpas Court Primary School takes place in an environment that:

- creates an atmosphere which is safe, positive and welcoming.
- is well-organised, clean, tidy and stimulating.
- is well-resourced and easily accessible to all pupils.
- has 'Together We Grow' boards to reflect current work and the curriculum.
- has attractive displays boards to ensure learners are effectively supported.
- considers the layout of furniture which gives pupils as much 'work space' as possible.
- provides flexibility between individual, paired, group work and whole class.
- promotes positive behaviour.
- encourages Effective use of ICT equipment.
- promotes bilingualism, numeracy, literacy and digital competence.

Children learn best when they have entitlement to the full range of the curriculum irrespective of ability or disability, social background, culture or gender: At Malpas Court, you will see:

- visual timetables
- differentiated activities.
- formative and summative assessment methods.
- a range of rich resources.

- accessible learning areas.
- prompts which help children consolidate and extend thinking.
- effective deployment of teaching assistance to support children.
- resources which reflect a variety of cultures, beliefs and religions.
- provision which challenges gender, racial and cultural stereotypes.

Additional Learning Needs

Reasonable Adjustments are essential foundations of teaching, assessment and intervention for all pupils and at Henllys reasonable adjustments:

- seek to engage and support the learning of ALL children.
- build on pupils' prior learning and responds appropriately to their voice.
- build from the skilful design of learning as children progress at their own pace.
- involves a curriculum that is methodically constructed and renewed to deliver
- small and efficient steps of progression.

Universal Provision is an assessment and intervention process which is coordinated by the ALNCo, working alongside other school staff.

Universal provision ensures that learning environments are tailored to meet the needs of all children so they are able to make progress in learning and wellbeing.

Targeted Intervention will be additional to those provided through reasonable adjustments and classroom support. Professionals with appropriate knowledge and skills will work with children to monitor the specific needs and act accordingly if additional help is needed.

Specific Intervention will be required when a child has complex needs which means in order to meet need and make progress specific/specialised individualised provision is required. The school will seek advice and support from other agencies to help with assessment and intervention for these pupils.

Children learn best when they are making progress and are able to celebrate their achievements: At Malpas Court, you will see:

- praise, encouragement and consistent systems of reward
- children's work celebrated and displayed with care.
- children's assessment of their work, involving an understanding of ways forward in their learning.

Children learn best when they know what is expected of them. At Malpas Court, you will see:

- success criteria – pupils knowing what good looks like, and what they need to do to achieve it
- clear instructions, focused learning and skills targets – knowing what to do to move their learning forward
- teachers checking children's understanding – questioning, plenaries, WILLWIGS, self-assessment
- the school's expectations and consequences clearly explained clearly and consistently, in a way relevant to their age and level of understanding (Good to be Green).

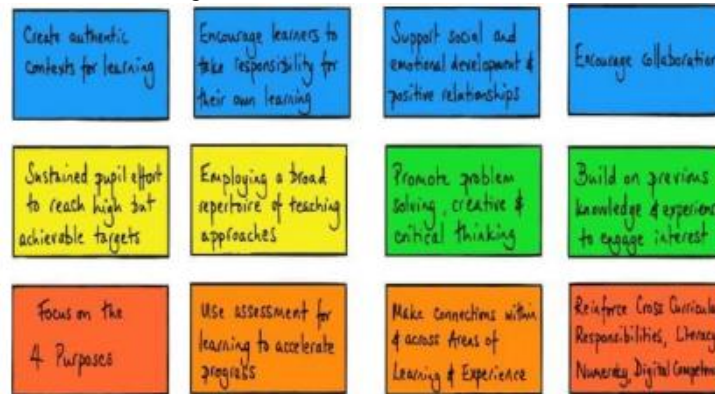
Children learn best when learning is relevant and they have a true sense of belonging. At Malpas Court, you will see

- visitors representing different sectors of the community – local and wider community.
- visits to places outside and within the local community.

- projects related to global issues.
- CWRE – careers and work-related experiences.

The 12 Pedagogical Principles

At Malpas Court, having a well-thought-out pedagogy supports pupils on building previous learning and the development of skills. It enables our pupils to get a thorough and deep understanding of the subject, and support them in applying these skills to their daily lives outside of the classroom.



This policy recognises the importance and value of the 12 Pedagogical Principles which underpin the Curriculum for Wales., which state that good learning and teaching:

1. Maintains a consistent focus on the overall purposes of the curriculum and the 4 purposes – using the 4 purposes for all the decision on the content and experience developed; influencing how we plan, teach and assess.
2. Challenges all pupils by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them – having high expectations for all, modelling perseverance and resilience, metacognition and praising effort.
3. Means employing a blend of approaches, including direct teaching, scaffolds to support independent and pupil constructed learning.
4. Means employing a blend of approaches including those that promote problem-solving, creative and critical thinking – thinking maps, Thinking Hats, blank level questioning.
5. Sets tasks and selects resources that build on previous knowledge and experience and engage interest – topic and thematic planners, planning authentic and engaging lesson, challenging more able learners.
6. Creates authentic contexts for learning – using visits and visitors, learning that links curriculum and extra-curricular, rich and authentic contexts that deepen understanding.
7. Means employing assessment for learning principles – self and peer-assessment, individual learning targets, verbal and written feedback/forward, questioning and plenaries.
8. Ranges within and across AOEs – sequential and developmental planning, connecting learning across areas,
9. Regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them – ensuring literacy and maths are at the same standard, digital competences and home learning.
10. Encourages pupils to take increasing responsibility for their own learning – developing independent learning skills, organised and labelled classrooms and resources.
11. Supports social and emotional development and positive relationships – positive relationships between staff and pupils, positive behaviour management, emotional intelligence being modelled by staff.
12. Encourages collaboration – providing regular opportunities to develop and refine the skills needed for collaboration.

To support the curriculum, pedagogy at Malpas Court helps pupils to develop:

- a strong disposition to learning.

- strong metacognitive skills.
- critical, creative, problem-solving skills.
- highly effective communication skills.

Learning preparation

In order to achieve deep and meaningful learning, staff will complete weekly planning; in order to help staff, envision outcomes and fulfil expectations. It will be a guide for what pupils need to learn, how it will be taught, and how it will be measured.

Half termly, staff will:

- complete learning opportunities planner.
- complete a topic and thematic planner.
- complete a parent overview.

Weekly, staff will:

- write a weekly timetable of activities that include assessment strategies, learning objective (WALT), resources, questions to be asked and evaluations.
- daily maths warm ups.
- enhanced provision planner.
- pupil reflections.

End of term, staff will:

- evaluate the learning opportunities document.
- review the What Matter Statements that have been taught.

Responsibilities

Learners will:

- follow the class rules.
- contribute and engage in their own learning.
- take ownership of their own learning, reflecting on their achievements and understanding next steps.
- collaborate with others by completing purposeful peer assessment.

Teachers will:

- ensure they have excellent subject knowledge which consistently challenges and inspires pupils;
- plan lessons that promotes high-quality learning and with a clear view of pedagogy that promotes enquiry-based learning;
- provide appropriate challenge and employ excellent classroom management and organisational skills.
- ensure learning is personalised to individual needs, interests and current standard of attainment, so as to maximise pupils' engagement and enable excellent rates of progress.
- ensure that a variety of learning technologies and resources are used, which encourages independent thinking and learning;
- ensure constant promotion of self-esteem through high expectations and ambition, which leads to the pupils assuming responsibility for their learning and behaviour.

AOLE leaders will:

- ensure that they develop a broad and balanced, enquiry-based curriculum, which prepares our pupils for the opportunities, responsibilities and experiences of adult life;
- lead and monitor the pedagogy within their AoLE and model good practice.
- ensure they are abreast of any updates and developments and share them with staff, by attending cluster training and participating in research.
- ensure their area of learning is well-stocked, with quality resources.
- create and evaluate action plans that feed into the school development plan.

Governors will:

- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance develop review policies promote good quality teaching
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from AoLE leaders and the annual headteacher's report to governors as well as a review of the in-service training sessions attended by staff.

Parents will:

- ensure that their child has the best attendance record possible.
- ensure that their child is equipped for school with the correct, named uniform and PE kit.
- do their best to keep their child healthy and fit to attend school.
- inform the school if there are any matters outside of school that are likely to affect a child's performance or behaviour at school.
- promote a positive attitude towards school and learning in general.
- fulfil the requirements set out in the home/school agreement.

Quality Assurance of Teaching and Learning

At Malpas Court, we have a self-evaluating culture, where we reflect, conduct book looks, learning walks and lesson observations, to ensure we are consistently aiming to achieve the highest standards. These will be timetable on the schools monitoring cycle.

Teaching and learning will be quality assured through:

- lesson observations
- book looks
- listening to learners
- learning walks
- peer reviews
- analysis of data – cohort trackers
- identifying the sharing of good practice within school
- planning reviews