



Hendrefoilan Primary School

Teaching and Learning Policy

This policy outlines the fundamental aims, which underpin all teaching and learning at Hendrefoilan Primary School.

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School Motto

"Learn, have fun and reach for the stars."

School Vision

At Hendrefoilan Primary School, we aim to:

- Create a happy, welcoming learning environment.
- Promote equal opportunities and respect for everyone, irrespective of belief, race or gender.
- Strengthen self-discipline and good behaviour, through well managed routines and an orderly environment.
- Deliver an exciting curriculum driven by four purposes.
- Encourage independence so pupils can organise their learning and manage their time.
- Encourage a growth mindset approach, leading to high levels of trust and confidence.
- Challenge pupils to meet their full potential through a wide range of high-quality learning experiences.
- Increase pupils' ability to innovate and solve problems creatively.
- Utilise all learning opportunities to develop numeracy, literacy and digital competence skills.
- Secure pupils' interest and imagination through a wide range of authentic experiences.
- Enhance pupils' curiosity about themselves, their school, the locality and the wider world.
- Foster a love of nature and an awareness of environmental issues.
- Learn Welsh and develop an appreciation of the heritage and history of Wales.
- Promote strong mental health and physical well-being through a range of fitness activities.
- Encourage a love of expressive arts through a range of curricular and extra-curricular music, art, digital media and drama activities.
- Hendrefoilan teachers are encouraged to demonstrate commitment, enthusiasm, initiative, independence, adaptability and they share good practice.

School Learning Structure

At Hendrefoilan, classes are grouped according to age and mixed ability. The pupil admission number is 34 per class. The learning spaces are well maintained and used creatively to meet the needs of learners. Around the school, small groups of pupils are enabled to work independently outside their registration classes in mixed ability groups/ability groups. In each of the school's learning areas, pupils are encouraged to

stay on task independently using verbal challenges on Seesaw or written on mission sheets.

Long Term Planning for Statutory Learning

Long term 'schemata' in each Area of Learning and Experience (AoLE), that inform vertical cohesion between the schools in the Swansea Bay Partnership (SBP), are under development and will further ensure continuity and progression from Progression Step 1 to Progression Step 5.



The world around us is full of living things which depend on each other for survival: **Biological Processes**



Statement of what matters (mandatory):

By recognising the diversity of living things and how they interact with their environment, learners can develop an understanding of how these have evolved over significant **periods of time**. **All living things require specific conditions and** resources to survive and they may have to compete with other organisms to do so. Humans form part of the living world and our decisions and actions, along with natural selection, can have a significant impact on the diversity of life. **Knowing about the structures and functions of living things enables learners to understand how these things grow, develop and reproduce successfully.** Developing an understanding of the **factors which affect the health** and success of organisms allows us to make informed decisions about our physical health and how we impact the natural world, including about the prevention and treatments of diseases.

Progression thread: Biological Processes (Selected from the statement of what matters - as identified above.)

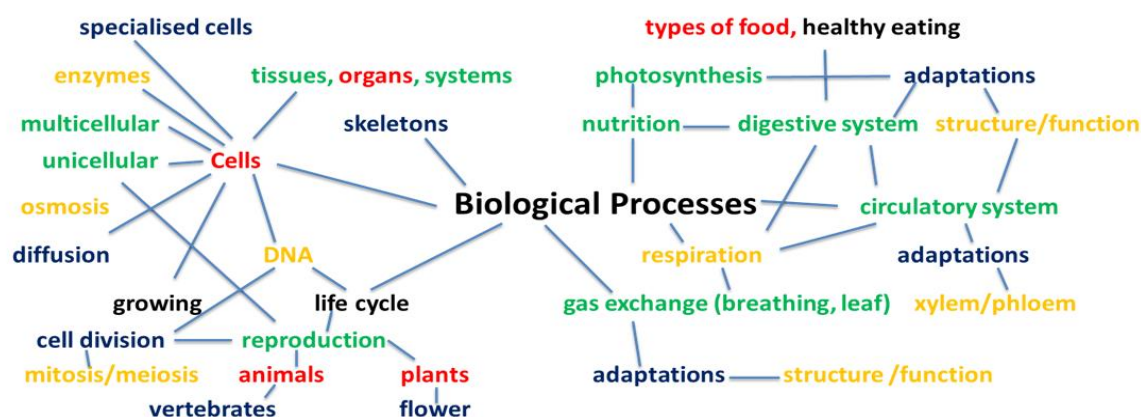
In this thread, as learners move through the progression steps they build on their **knowledge, skills and understanding** of cells as the units of life, and also learn how tissues, organs and organ systems enable organisms to carry out biological processes. Progression is **built in** to this thread where pupils will encounter **increasing complexity** of the biological processes as they move through the progression steps, from being able to name and locate organs in early progression steps, to describing the functions of these organs, and progressing to explaining how organs are adapted to carry out biological processes in later progression steps. Learners move from a more **concrete** view of the biological processes, where they can see cells using a **bioviewer** or microscope, to an increasingly **abstract** one, where they explain how molecules move in and out of cells and can explain processes on a cellular and molecular level. Learners also progress from observing and **describing** cells in earlier progression steps, to **explaining** how specialised cells are adapted to their function in later progression steps. Learners' **skills** develop as they move through the progression steps, from using simple **bioviewers** in PS2/3, to using light microscopes in PS4, to making slides and biological drawings of animal and plant cells in PS5, **and also** in the increasing complexity of the investigations they carry out. As learners move through the progression steps they will have opportunities to compare and contrast the life processes in living things, for example photosynthesis in plants and nutrition in animals, and to understand how different living things have evolved to overcome similar problems, for example large surface areas for gas exchange. As learners **deepen their understanding** of the life processes they will also increasingly appreciate how these processes often 'work together' in organisms, for example the relationship between breathing, digestion, and circulation in the process of respiration.

Using progression steps and descriptions of learning to plan learner-centred progression from 3-16.

Descriptions of learning provide guidance on how learners should progress within each statement of what matters. They **are designed** to sustain learning over a period of years and give practitioners scope to use them to select content that provides breadth and depth of learning (*Designing your Curriculum document, Hwb*).



The world around us is full of living things which depend on each other for survival: **Biological Processes**



Progression step 1 → Progression step 2 → Progression step 3 → Progression step 4 → Progression step 5

Middle Term Planning

In addition, curriculum maps plot the long-term content covered in each Area of Learning and Experience (AoLE). Each term, teachers use the curriculum maps as a starting point to plan new and exciting learning activities. These are 'broken down' into medium-term topic tables for each class and term. These provide opportunities for cross-curricular links, educational visits/visitors and opportunities for depth/mastery. Teachers undertake action research as part of quality assurance and curriculum coordinators collaborate with others in the Swansea Bay Partnership cluster of schools, to 'plan together and deliver together' activities from the schemata that develop pupils skills in the classroom. They focus on selecting the best methodologies to teach and engage learners. Schemata for each AoLE are stored on the SBP progression team.

What does it mean to be Welsh?

"Learn, have fun and reach for the stars"

<p>Super starter</p> <p>The children will 'find' a shiny golden egg, which will be the hook for our Literacy work on the book 'The Egg'.</p> <p>The children will be asked to bring in something from home that makes them feel proud.</p> <p>Children will explore the old Welsh tradition of celebrating the New Year by making a 'perlan'.</p>	<p>Mega middle</p> <p>Children will learn about symbols of Wales.</p> <p>Children will learn about local history and where Swansea is located in Wales.</p> <p>Children will learn about St David's Day and how it is celebrated.</p>	<p>Fabulous finish</p> <p>Children will create a Welsh themed product to sell to pupils on St David's Day.</p> <p>Children will visit Swansea Waterfront museum to learn about the pirate Barti Ddu.</p> <p>Children will visit a local castle.</p>	<p>Enquiry Questions</p> <p>What does being Welsh mean?</p> <p>How has Killay changed?</p> <p>Where do we live in the UK?</p>
<p>Local to Global</p> <p>Children will learn about the history of Killay and Dunvant, comparing photos of then and now.</p> <p>Children will learn about the Welsh artist Helen Elliott and recreate art in her style.</p> <p>Compare Wales to countries of birth of pupils in my class. What is similar? What is different?</p>	<p>Outdoor Learning</p> <p>Explore our local community, looking for clues about its history.</p> <p>Go on a local walk looking at Welsh street names and working out their English translation.</p> <p>Well-being and Mindfulness – appreciating the outdoors.</p>	<p>Enrichment opportunities</p> <p>Local walk to Killay to identify features and buildings that still exist today and how they compare to old photos.</p>	<p>Pupil Voice</p> <p>EPIC questions from all pupils</p> <p>KWL grids</p> <p>Mission Stations – self-directed learning</p>

What does it mean to be Welsh?

"Learn, have fun and reach for the stars"

<p>Language, Literacy & Communication</p> <p>The Egg</p> <p>Tell me a dragon</p> <p>Dragon Poetry</p> <p>Instruction writing – How to catch a dragon</p> <p>Comprehension</p> <p>Handwriting</p> <p>Guided Reading</p> <p>Individual reading weekly</p> <p>Daily spelling and HFW practise</p> <p>Phonics</p> <p>3 minute presentation – Country</p> <p>Welsh – Dora the dragon</p> <p>– Barti ddu</p>	<p>Mathematics & Numeracy</p> <p>Fractions</p> <p>Find $\frac{1}{2}$ and $\frac{1}{3}$ of a shape</p> <p>Find $\frac{1}{2}$ and $\frac{1}{3}$ of a number</p> <p>Practical activities</p> <p>Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$</p> <p>Time – o'clock, $\frac{1}{2}$ past, $\frac{1}{4}$ to and $\frac{1}{4}$ past</p> <p>Time durations</p> <p>Tally charts</p> <p>Pictograms</p> <p>Interpreting pictograms</p> <p>Block graphs</p>	<p>Science & Technology</p> <p>Endangered animals</p> <p>Describing materials</p> <p>Floating and Sinking</p> <p>Properties and uses of materials</p> <p>DCF – J2E pictograms, charts and tables</p>
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Medium term planning is shared with parents and pupils on the school web site and short term planning is stored on Hendrefoilan's Curriculum Planning and Assessment (CPA) google drive. As a result

Short Term Weekly Planning Timetables and Missions

Shared learning objectives (LO) – a visual cue on the board or stuck in books before the lesson. Pupils will use success criteria to demonstrate the skills they use to achieve the LO.

- A concise introduction that may be direct teaching of new learning. The threshold between the start of a lesson and pupils' doing something should be no more than two minutes.
- Differentiated activities that are planned from the top down (in three stars). Differentiation by outcome is only used if it is an assessment.
- Missions that come from the children identified in red in planning for missions.
- To reduce administration time the LO can be stuck in the books in advance and pupils write the short date.
- Planning for the LNF and CfW 2022.
- Assessment for learning for example around the room marking, verbal feedback and the consistent use of marking.
- Recording – children need to know where their work is.
- Resources including human and IT
- Grouping - Individual, pairs, ability or mixed.
- In the foundation learning phase, continuous, enhanced and focussed provision through free play, guided play and playful learning.

Pedagogical Principles

At Hendrefoilan, teachers use a range of approaches, including those described in the pedagogical principles.

Create authentic contexts for learning	Encourage learners to take responsibility for their own learning	Support social and emotional development & positive relationships	Encourage collaboration
Sustained pupil effort to reach high but achievable targets	Employing a broad repertoire of teaching approaches	Promote problem solving, creative & critical thinking	Build on previous knowledge & experience to engage interest
Focus on the 4 Purposes	Use assessment for learning to accelerate progress	Make connections within & across Areas of Learning & Experience	Reinforce Cross Curricular Responsibilities, Literacy, Numeracy, Digital Competence

Teachers use action research based on a pedagogical principle to evaluate and improve standards of teaching.

This year, we are working on improving the following pedagogical principles:

- Create authentic contexts for learners.
- Encourage learners to take responsibility for their own learning.

Learning Carousels and Missions

Foundation learners in the lower and middle phases have regular access to the continuous provision, for example, outdoors, sand, water, and loose parts. In addition

to staff led tasks, they have between nine and twelve missions that they must complete fortnightly in and out doors.

Upper and Higher stage pupils work on fortnightly missions, consisting of four tasks focussing on cross curricular skills linked to a range of any of the AoLEs some independent, and others staff led.

Lessons are detailed and focus on pupils' learning, rather than being task led i.e. what are pupils' really learning from this rather than, this is a nice lesson that will fill time. Planning is uploaded to the staff google drive and as a result, teachers can collaborate and look at a range of effective examples of weekly plans and missions across the school. Missions involve real world problem, suggested by pupils that encourage them to make choices. As a result, pupils are engaged and learn to appreciate what methods work best for them.

Pupil Voice

Staff ask pupils for their ideas about what they want to learn and pupils' contributions are added to teacher's planning for missions in red. All classes have a pupil voice tree whereby pupils' ideas are written on leaves. The leaves are removed as the ideas are explored and answered through the pupils' learning/exploration and new ideas added. Termly home learning tasks are open ended linked to the question tree and pupils have the autonomy to research and present their own work.

Common Teaching Strategies

- Mindfulness.
- Slot drillio.
- Nessie, Toe by Toe and the Power of Two (Dyslexic learners).
- Learning Village and Widget (EAL learners).
- Abacus and Target Maths
- TT Rock Stars.
- Reading, spelling, multiplication tables.

The Hendrefoilan Teacher

Our school's staff are our most influential teaching and learning resource.

All teachers at Hendrefoilan:

- Ensure activities centre on the four purposes of the Curriculum for Wales.
- Value every pupil irrespective of race, gender, age or ability.
- Empathise with pupils' needs and concerns, promoting the moral, spiritual and social welfare of the child.
- Are approachable, patient and demonstrates warmth.
- Take time to listen and respond to the pupils.
- Plan for lessons in advance and upload them to a collaboration area and deliver high quality, well organised lessons as a result.
- Work in triads to learn from their colleagues through coaching and mentoring.

- Share their teaching and learning with others and welcome supportive feedback.
- Assist in the development of schemes of work which will ensure continuity and progression and show a thorough understanding of pedagogy, good curriculum knowledge and expertise.
- Communicate learning objectives to pupils and establish success criteria to aid self/peer assessment and independence.
- Help each pupil in their class to establish clear personal targets and objectives.
- Use a range of teaching approaches described in the pedagogical principles to motivate and engage learners.
- Effectively use and share action research to evaluate teaching and learning, inform their practise.
- Provide opportunities for experimentation and enquiry based multi-sensory approaches to learning using action research.
- Deploy higher order questioning techniques as appropriate, to raise the level of pupils' thinking and providing suitable challenge for all pupils.
- Are competent in the use of ICT (Digital Competency Framework).
- Give clear instructions, descriptions and explanations using translations, makaton signing and bilingual pictorial signs as appropriate.
- Include all pupils in planning of topic webs and pupil voice trees.
- Link activities with previous learning/experiences.
- Value the input of outside agencies.
- Rigorously follow whole school, pupil and classroom policies.
- Are polite and professional in all discussions during meetings, phone conversations etc...
- Are punctual for lessons, play duties and all other professional engagements.
- Have high expectations of pupils' behaviour and standard of work.
- Monitor their language used for accuracy and appropriateness when managing pupils' behaviour.
- Use positive encouragement and utilises the school's house point system in order to motivate pupils and give learning an extra sense of purpose.
- Encourage pupils to be responsible for their own actions, facilitating self-management and empowerment.
- Promote the school's values, display the class, and school charter on their classroom walls.
- Promote the language and culture of Wales, and respect and tolerance of other cultures.
- Regularly assesses pupils to inform future planning and use the school's procedures for the monitoring and assessment of pupil's work.
- Use 'around the room' marking effectively and informatively during lesson times and always keep up to date when responding to pupils' work.
- Are responsible for his/her own continuing professional development and reflective on their practice.
- Adhere to the professional teaching standards.

The Learning Environment at Hendrefoilan

The learning environment at Hendrefoilan reinforces our commitment to high standards of organisation. We believe the learning environment plays an important role in supporting the well-being of our learners. It promotes order, self-discipline and encourages pride in the classroom and the school. Within their own areas, individual teachers are responsible for the learning environment.

Each learning area:

- Is accessible, well-kept, clean and safe.
- Uses the layout of furniture effectively to give the pupils as much space to work as possible - promoting learning and encouraging and developing independent enquiry (furniture layouts are not necessarily static and allow for flexibility between individual work, paired work, group work and whole class teaching).
- Has a positive, calm and welcoming atmosphere.
- Has current and accessible equipment and materials on display/effectively stored.
- Is organised to enable pupils' engagement in work as soon as they enter.
- Has attractive wall displays that reflect current work and the curriculum (at the beginning of a new academic year, the previous years' work may be displayed so that pupils have an idea of expectations and are not entering a bare classroom).
- Has relevant reading and/or reference material available to pupils.
- Prominently displays the class and school charter and provides for the school's house point system.
- Has up to date, charged ICT equipment that pupils use independently and effectively.
- Has generic displays that encourage learning, for example, the Welsh talking wall, the problem-solving wall and the pupil voice planning tree.
- Promotes key skills, the Welsh language and is multilingual.

Breakout Areas

Areas	Groups	Types of Learning
Catch up room	Small group/1:1 ALN	Staff led learning
Y3 breakout area	Small group	Independent/staff led learning
Buddy room	1:1 work or pairs	ALN Well-being
Y6 breakout areas	Group	Independent learning
Y4 breakout areas	Individual/Group	Staff led learning Independent learning
Y4 library lounge	1:1/Individual/Group	Independent/staff led learning.
Creative area	Small group	Expressive arts
Yard areas (bottom, middle, top and adjacent	Class/group	Staff led and independent play.

to all nursery, reception, Y1/Y2 Turtles and Y3)		Health and well-being (play, clubs etc.)
Coed Cadno	Whole class and group	Staff led. Outdoor and adventurous play and health and well-being.
Hall	Whole school, class and group	Staff led and independent. Whole school meetings, Health, and well-being and Expressive arts
Staff room	Individual/group	Staff led. Expressive arts (music tuition, orchestra, choir, dance etc.)
Reception library lounge	1:1/Individual/Group	Independent/staff led learning.

Lessons

What you will see in a Hendrefoilan lesson:

- A quick introduction of a learning objective (LO) and this may be direct teaching of new learning. The threshold between the start of a lesson and pupils' doing something should be no more than two minutes and the pace of the lesson should promote learning and not allow learners to disengage. Pupil engagement can be achieved through AfL strategies, for example, turn to the person sitting next to you and... or frequent mini plenary pit stops may be used to 'chunk' new learning. Tell the pupils the LO and quickly discussion of success criteria and the expectation for the end of the session.
- Teacher and TA modelling.
- Interactive strategies.
- Children reflecting on previous learning and marking.
- Focused activity where pupils work independently.
- Teacher marks around the room to check progress and address misconceptions before they go too far.
- Mini plenaries used within independent learning time to make connections/address misconceptions and refine/rehearse.
- AFL strategies used throughout.
- A very quick final plenary, no more than two minutes to address whether the success criteria have met the learning objective.
- Teacher evaluation next step - Where do we go from here?

Pace

- Avoid old curriculum 'lengthy whole class introduction/activity/and whole class plenary' approach.

- Involve everyone – not one working and twenty doing nothing. Staff work with less pupils, more often.
- Do not preach – create a dialogue – facilitate.
- Give time to reflect and time to formulate answers.
- Do not ask all the questions, encourage pupils to ask each other questions.
- Pace does not mean ‘frantic,’ it means ‘stimulating,’ ‘challenging’ and ‘engaging.’
- Do not allow ‘yes’ or ‘no’ answers.
- Set time limits and vary them.

Skilful Question Setting

Literal, which requires a pupil to locate facts, ideas, particular information, a sequence of events, similarities and differences, characteristics of a person etc., which are explicitly stated.

Reorganisation, which requires a pupil to analyse, synthesise and/or organise the ideas or information which is explicitly stated in the passage.

Inferential, which requires a pupil to use the ideas and information in the passage, his or her intuition and his or her personal experience as a basis for making conjectures or hypotheses.

Evaluation, which requires the pupil to make a judgement based either on the passage alone or on his/her prior knowledge and experience.

Appreciation, which requires an emotional and/or aesthetic response from the pupil to the content and style of the passage.

Learning Walks/Lesson Observations

Learning walks may happen at any time in order to monitor any aspect of the school’s overall provision, for example, health and safety, pupil numbers, ALN provision, outdoor learning and so on. Feedback from learning walks is qualitative, does not end with a single word judgement, by a member of the SLT and is recorded on a general monitoring form as appropriate. Moreover, teachers work in triads to undertake two learning walk a term. These are no more than 30 minutes and focus on a specified research area. Lesson observations by a member of the SLT are a maximum of three official observations a year. If an official lesson observation is over 30 minutes in length, feedback must be given. We recommend that staff refer to a lesson checklist (Appendix B) and the professional teaching standards - this assists staff in their self-evaluation of their teaching. The school will provide feedback in the method most meaningful and useful to the individual, for example, verbal, written, individual, group as appropriate.

Staff will monitor standards of teaching and learning using the following:

- Evidence from pupils’ work, including that completed online and digitally
- Teachers’ planning
- Assessment records
- Information on pupils’ progress
- Discussions with pupils

- Discussions with staff
- Lesson observations
- Learning walks

Assessment (see also the Assessment Policy)

At Hendrefoilan, assessment focuses on finding each individual learner's strengths, achievements, areas for improvement and, if relevant, any barriers to learning. This understanding is used by staff, in discussion with the learner, to identify the next steps required to move learning forward, including any additional challenge and support required.

Assessment at Hendrefoilan is embedded into day-to-day practice in a way that engages the learner and makes it indistinguishable from learning. During all lessons, staff provide high quality verbal feedback, mark 'around the room' and provide plenary 'pit-stops' stops to ensure that learners have the support and challenge they need to move forward quickly. Clearly set out weekly plans and missions are shared in a collaboration area to help ensure that staff support pupils to succeed in daily learning tasks.

A menu of diagnostic testing is available and used when appropriate to the individual pupil's needs. The school uses the national group reading and spelling tests every term to check pupils' reading/spelling ages. If a pupils' reading age falls eighteen months or more behind their chronological age, they may be referred for further testing (often using the Aston Index) to identify any specific difficulty in reading, writing, and spelling. Pupils from Year two to Year six undertakes individual online national personalised test for reading, procedural maths and numerical reasoning in the spring term. In addition to this, pupils complete a pupil attitude to self and school (PASS) assessment, which is an all-age survey that helps teachers to understand each pupil's mind-set towards school, and highlights if they themselves, are confident, ready, and motivated to learn. PASS also helps to identify barriers to learning in order to ensure pupil wellbeing and positive outcomes at a whole school, class, and individual level.

All results and test data are used as formative and summative tools to chart individual pupil progress and trends in performance across the school. The assessments also allow teachers to triangulate each pupils' progress against their capabilities and, coupled with a greater understanding of each pupil's attitude to school and themselves, allows teachers to use more holistic judgements to monitor, track and challenge pupils to reach their maximum potential.

Assessment also supports staff in identifying the progress made by an individual learner over time. The school is working collaboratively with the Swansea Bay Partnership (SBP) to exemplify progress and standards against the statement of what matters. Reflecting on learners' progress over time enables practitioners to provide relevant, effective feedback and help plan their future learning, including any interventions and additional support or challenge which may be needed. At Hendrefoilan, feedback to learners includes both immediate next steps and longer-term targets that the learners work towards. Long term progress over time is broadly

recorded against the skills in the progression steps of the CfW at 5, 8 and 11 years old. Personal targets are used, alongside diagnostic test results and teacher assessments, as a basis for communicating progress and engaging with parents/carers. This data is stored in the pupils' overview (POP).

Assessment is used effectively by leaders within the school to understand whether different groups of learners, such as free school meals, gender and ALN, are making expected progress. Strengths and areas for improvement are identified in both the school curriculum and daily practice. This is not about external reporting, but about the school understanding what it needs to know about its learners for them all to maximise their potential and identifying specific challenges and the support which groups might need. This understanding contributes to the school's on-going and continuous processes of development and improvement.

Meeting the Needs of all Learners

Hendrefoilan supports all pupils with additional learning needs (ALN) effectively. Individual development and support plans are used by staff, pupils and parents very well and focus on the pupil's needs and next steps. Pupils receive highly differentiated support according to their level of need. The school's procedures for supporting pupils with ALN are outlined in the ALN, EAL and MAT policies and the strategic equality plan.

Reporting to Parents

At Hendrefoilan, parents are kept fully informed about pupils' progress. This takes place in the following ways:

- Individual parents' consultations in the autumn and spring terms.
- Open afternoons and class assemblies in the summer term.
- An annual written report for each pupil commenting on progress in all AoLEs, attendance, pupil's comments and general teacher and headteacher's comments.
- Written reports for each pupil.
- National numeracy and reading test results on hwb.
- National Group Reading/Spelling test results on request.
- Diagnostic test results as necessary, for example 'Nessie dyslexia' and the Aston Index.
- Presentations throughout the year, for example class welcome sessions, internet safety, information for residential trips, etc.
- Nursery visits and visits for pupils moving to the school mid-year as necessary.
- Conversations and meetings with staff are always available to parents (on request).
- Parents are always kept up to date about whole school issues via communication through newsletters, updates, texts, emails and 'tweets' using the school's website, app, and twitter feed.

Home Teaching and Learning

At Hendrefoilan, homework is set in a menu of six main areas:

- Literacy.
- Topic - Humanities.
- Creative - Expressive Arts.
- Health and Wellbeing - Personal and Social Education.
- Science and Technology.
- Numeracy.

The home learning tasks are uploaded to a google classroom and shared on the website. Pupils' access home learning through their hwb logins and choose which task they would like to do in any order and submit fortnightly. The home learning will be celebrated in class and items are displayed in class/around the school.

Foundation Learners have weekly reading tasks and as they mature, they also have spelling and multiplication homework. In KS2 here are weekly spellings and tables tests and reading at home is encouraged as often as possible (minimum 10 minutes a day). From Y2 upwards, pupils are asked to prepare an oracy presentation. Abacus maths and TT Rock stars are great 'at home' resources to help pupils with maths. The home learning lists are on the class pages of the school's website.

Review

The Teaching and Learning Policy was last reviewed by the SLT on 27.1.25 and 3.2.25. Last shared with staff on 3.2.25.

Conclusion

This policy should be read in conjunction with the Curriculum for Wales 2022, the Additional Learning Needs and Tribunal Act (Wales), the Curriculum Policy, the AoLE Policies, the Assessment Policy, and The Policy for Foundation Learners.

Appendix A – Skilful questions

Literal

E.g., what is the boy's name?

Who was taller, Susan or John?

Which child was the politest?

What did the children do at the park?

Reorganisation

E.g., classifying; placing people, things, places and/or events into categories.

Summarising; condensing the content of the passage, using direct quotation or paraphrased statements.

Synthesising; bringing together ideas or information from more than one source/section of the passage.

Inferential

E.g., what else might the author have included to make the passage more interesting to boys?

What sort of person is Mr Jones?

What do you think will happen next?

How would the boy behave if he were in a different place/time/situation?

Why did the girl behave as she did?

Why does the author use the word?

What does the author mean by the phrase, 'foxy eyes' or any other figurative expression?

Evaluative

E.g., Could this really happen?

Does this make sense?

What is the author trying to make you think when he says.....?

Is the information accurate? Does it agree with what you have found out from other sources?

Does the boy behave in an appropriate way?

Is the character right or wrong to act as s/he does in view of the situation described?

Is the characters' behaviour right or wrong according to your beliefs?

Appreciation

E.g., how did the passage make you feel?

Which character did you like best/most sympathise with?

Which character would you most like to be? Why?

Which description did you find most lifelike/frightening/effective?

Which words most helped you to imagine what was happening?

Appendix B – Teaching Charter and Checklist

Feature	
Clear learning objectives (LO) (LNF, DCF skills links are clearly identified in lesson plan and displayed on board etc.).	
Lessons are detailed and focus on pupils' learning, rather than being task led i.e. what are pupils' really learning from this rather than, this is a nice lesson that will fill time.	
Links to real-life contexts are made and pupils can link work in lesson to success criteria and can explain LOs and links to real-life context.	
Success criteria shared with pupils as a means of reaching the LO and MA/ pupils create/ develop their own success criteria.	
Purposeful resources, pre-prepared and ready for pupils to access and use.	
Pupils build on & access prior knowledge, learning and skills.	
Lesson should be in a sequence of high-quality learning experiences – not just a random idea.	
Teacher shows excellent subject knowledge with clear explanations provided.	

Teacher adapts to the changing needs of the pupils as lesson progresses.	
Support staff manages and deployed effectively and have an active role throughout. During lesson times, support staff must work with pupils throughout.	
TAs provide strategies to extend pupils' learning (not just supporting tasks being completed).	
Short, lively & inspirational.	
Pupils actively engage in lesson quickly, for example discuss this with your talk partner "Go" The threshold between the start of a lesson and pupils' doing something should be no more than two minutes.	
All learners are given attention and are supported by staff at their level.	
Wide range of teaching strategies and methods used to keep enthusiasm and interest high.	
Sensible pace to lesson and allocated activities within it.	
Sequential development of pupils' knowledge, skills and understanding.	
Fully differentiated activities from the most able down for all groups of learners (do not differentiation by outcome unless it is assessment). Activities challenge and inspire all learners (EAL, MAT and ALN).	
Pupils take control of their own learning, work independently and together in groups/pairs.	
Perceptive, thoughtful and effective questioning (see Appendix A for skilful questions).	
Pupils offer extended responses orally and in writing.	
Thinking time is built into the lesson - 'pit stop plenaries' are utilised for regular reflection of skills use and development throughout the lesson.	
Misconceptions are identified and discussed purposefully before quickly moving on. Pupils must be allowed to get things wrong.	
AFL strategies are used to evaluate own learning and that of others (self & peer assessment). See Hendrefoilan's AfL Toolkit.	
Pupils' work develops their CC use of literacy, numeracy and digital competence.	
Bilingualism (Welsh) is fully embedded in class talking.	
Pupil behaviour is managed effectively and behaviour is exemplary in nearly all cases.	
Good working relationships are built up – mutual respect.	
Pupils enjoy the lesson.	
Lesson has clear end and future learning is discussed/ mentioned – a concise plenary may be used to assess learning (no more than two minutes).	

Appendix C Lesson Observation Lesson Planner



Hendrefoilan Primary School

Lesson Planner



Class:

Number of pupils:

Teacher:

Date:

Subject:

Theme of Lesson:

Previous Experiences:

Learning Objectives:

Lesson Activities/Tasks (including differentiation):

Skilful Questions

Additional Adult Roles Within Classroom:

Evaluation and Implication For Future Planning:

