



**TAFF BARGOED
LEARNING PARTNERSHIP**
'Learning and Growing Together'

Teaching and Learning Policy

Introduction

This policy is a statement of the aims, principles and strategies for all aspects of school life that contribute to the teaching and learning process within the Taff Bargoed Learning Partnership.

Within our Learning Partnership, we believe that we are all lifelong learners – pupils and adults alike. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun!

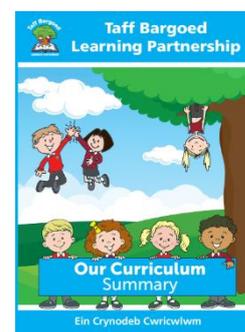
Through our teaching we equip Pupils with the skills, knowledge and experiences necessary to be able to make informed choices about the important aspects of their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Policy Contents

Although our teaching and learning policy is an overarching policy, it should be read in conjunction with a range of other policies that support the ongoing teaching and learning process within the school. Within this policy, we outline the expectations for the following areas in relation to teaching and learning:

- 1. The TBLP Guarantee**
- 2. Approaches to teaching and learning within the class (Pedagogy)**
- 3. Resources**
- 4. Learning Environments (indoor and outdoor)**
- 5. Provision for MAT pupils (Information about ALN pupils can be found in ALN & Inclusion policy)**
- 6. Homework**
- 7. Feedback and Marking**
- 8. Planning**
- 9. Assessment**
- 10. Curriculum Delivery**
- 11. The Welsh Dimension and Bilingualism**
- 12. Roles and Responsibilities**

***N.B.** This policy is focussed on the overarching Pedagogy within the federation – the teaching and learning experiences that Pupils engage. **It is not a Curriculum policy.** Information about Curriculum and Progression can be found in our ‘Curriculum Summary’ Document. *



Aims and Objectives

We believe that people learn best in different ways. At our schools we provide a rich and varied learning environment which promotes high levels of pupils involvement in order for our pupils to develop their skills and abilities to their full potential.

Through our teaching we aim to develop learners who are;



Alongside this, our approach to teaching and learning aims to;

- Provide rich, meaningful age appropriate learning experiences which support and challenge learners;
- Enable children to become confident, resourceful, enquiring and independent learners;
- Develop learning skills and provide opportunities to practise and refine them
- Differentiate to meet the needs of individuals, whilst also sustaining a level of challenge for learners, established through outcomes, resources, support and task;
- Embrace new technologies and local and national initiatives
- Foster children's confidence and self-esteem and help them build positive relationships with other people;
- Collaborate with others to develop a rich learning community
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- Show respect for all 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 this community;
- Help children grow into reliable, independent and positive citizens.
- Utilise both indoor and outdoor environments.

Equalities

Every child, regardless of race, creed, gender or disability will have access to the curriculum at a level appropriate to their individual needs, in order that every child may experience success and satisfaction through their participation in learning. Please see our Equality of Opportunity policy for further information.

I. The 'TBLP Guarantee' – our learning offer

As a Federation we understand the importance of ensuring that there is a shared understanding of expectations in regard to the teaching and learning that takes place across our schools. As a whole school community; staff, Pupils, Parents and Governors, we have worked to establish the 'TBLP Guarantee' which is an overarching summarising statement of what teaching and learning looks like within the federation and, as such, acts as our 'non-negotiables'. The Guarantee has been established through input from all stakeholders and is shared across both of our schools. Our TBLP Guarantee summarises our learning offer to Pupils as well as our wider curriculum aims and can be found below:-

Our Values:- The 12 values we aim to develop, promote and demonstrate with Pupils

Our Vision:- Our overarching vision as a Federation, created in collaboration with Pupils, Staff, Governors, Parents and Community

Our 'Core 4':- The purpose of education in Wales and establishing lifelong learners.

Our Ethos:- Using key nurture principles in order to establish a safe, caring and supporting ethos, with Pupil wellbeing at the heart. These are based on well-founded research in how to best support Pupils wellbeing in order to fully engage learners at school, whilst also supporting learners where concerns arise.

Our Curriculum Purpose :- The 6 key elements to our Curriculum in developing a holistic approach to learning, and a curriculum that meets the needs of our learners. Our curriculum aims to promote individuality, global citizenship, independence, releasing potential, reliable and provided through authentic contexts.

Our AoLEs:- The areas that our Curriculum is built on.

Our Pupil Voice:- the opportunities Pupils have to input into the life and work of the school, securing school improvement for all. We understand the importance of Pupils having responsibilities and encourage early leadership skills and an understanding of democracy within our schools. Our pupils are a key part of ensuring that what we do in regards to teaching and learning is still relevant and engaging.

Our Learning Behaviours:- Our learning behaviours have been developed on the core principles of 'metacognition'. This cycle of learning underpins our pedagogy as a school and has been developed as a result of action research and professional dialogue held between staff across our schools. Parents and Community. This cycle of learning is applicable to all aspects of the curriculum and is something that we aim to encourage Pupils to identify within their own learning, as part of their ability to understand their own learning process.

Our 'Cynefin':- Our approaches to teaching and learning aim to embed a sense of 'belonging' or 'Cynefin'; an appreciation of Welsh culture, heritage and identity. We recognise the importance of embracing our Welsh language and identity and understand that the area and community that we are a part of is steeped in history, whilst working with our wider community to celebrate this.

Our Assessment :- A key part of ensuring that Pupils make progress at school is through quality assessment. Within the school we use a wide range of evidence and data to establish a picture of a child at school. Utilising both formative and summative assessment information, staff are able to build up an idea of strengths in learning, while also outlining key steps forward to secure progress.

Our Curriculum :- Maintaining a curriculum that is relevant and engaging is vital in helping pupils to make the most of their learning. As part of our Curriculum, we ensure that there is regular reviews undertaken to ensure that our Curriculum remains as effective as it can be, whilst developing and changing to meet the changing demands of the world that our learners find themselves living in.

Our Pledge :- Outlines key enrichment opportunities at school.

Our Assessment :- Action research and professional development underpins the pedagogy of our staff.

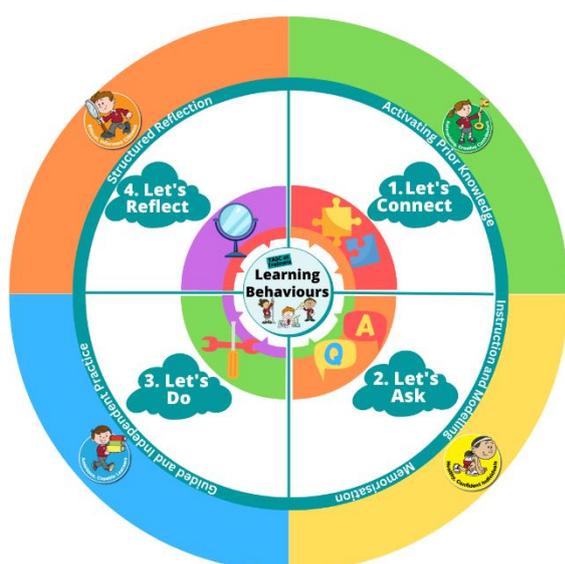
2. Approaches to teaching and learning within the class

Within the Taff Bargoed Learning Partnership, we are committed to developing pupil confidence, self-esteem and well-being. This extends both within and beyond the curriculum and includes social and emotional aspects of learning which are integral to school life and where children from a young age are taught to identify and manage their emotions.

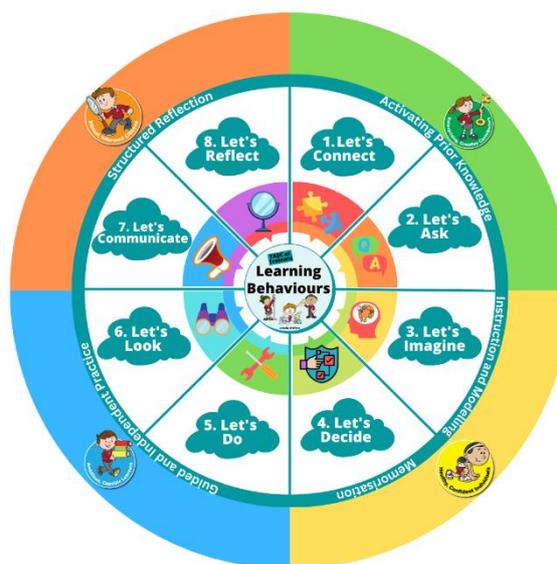
Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. Lessons cater for a range of learning styles and staff are aware that most learners draw from a combination of styles.

As a school we are committed to the 'Learning to Learn' (metacognition) process – where pupils become effective learners. As part of this the school has developed 'Learning Behaviours' which outlines a clear cycle of learning and is embedded throughout the school. This supports not only the delivery of lessons but also encourages learners to also be aware of their own learning process.



Nursery & Reception



Year 1 – Year 6

In order to embed this approach, we offer opportunities for children to learn in different ways. These include:

- talk groups
- investigation and problem solving;
- research and finding out;
- group work; collaborative and co-operative;
- pair work;
- independent work;
- whole class work;
- asking and answering questions;
- use of the computer and other IT sources;
- fieldwork and visits to places of educational interest;
- creative activities;
- debates, role-playing and oral presentations;
- designing and making things;
- participation in athletic or physical activity

As part of this 'Learning to Learn' process, the school uses a range of other learning initiatives to promote excellent standards across the school. There are opportunities to work with pupils of 'like' ability and in mixed ability groups within classroom seating arrangements.

We encourage children to take responsibility for their own learning, to be involved as far as possible in:-

- Initiating learning through project working (such as STEM and Enterprise weeks);
- Improving learning through quality feedback and marking (including self-assessing);
- Reviewing and reflecting the way they learn through regular reviewing of individual targets and next steps in learning

Effective Teaching

When teaching, we focus on motivating the children and building on their skills, knowledge and experiences of the curriculum. We use the cross-curricular responsibilities of the LNF and DCF, and plan according to the Curriculum for Wales statements of what matters. These are then translated into the school's progression document which outlines skill progression from Nursery through to Year 6.

We base our teaching on our knowledge of the children's current level of development, which is tracked through various school systems. Our prime focus is to further build on and develop the knowledge and skills of the children, through a broad range of experiences. With younger Pupils, experiential learning is high priority – focussed tasks along with continuous and enhanced provision and stimulating resources ensure active engagement.

We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with Additional Learning Needs, we give due regard to information and targets set for Pupils (either via a Targeted Support plan, IDP or individual in-class targets). We have high expectations of all children, and believe that their learning here at School is of the highest possible standard.

We set on-going targets for pupils throughout the year. We share these targets with children and regularly review these as part of the assessment for learning process. The progress of each child in relation to their targets is monitored constantly and revised targets are set. This progress is discussed through regular Pupil Progress Meetings held with class teachers, where an opportunity is created to discuss concerns, allocate support or interventions and celebrate success.

We plan our lessons with clear learning objectives. These objectives focus on developing the skills outlined within the Curriculum for Wales, and promote skills outlined in the LNF and DCF. Our short term plans contain information about the focus of the lesson, the tasks to be set, the resources needed and the links to the Curriculum. We also highlight key opportunities for promoting Pupil awareness of the 4 core purposes of learning where applicable.



We evaluate all lessons, focussing on Pupil skill progression, so that we can modify and improve our teaching in the future. Tasks are differentiated effectively. Staff make good use of a wide range of assessment bases, both formative and summative, in order to support with this. More information regarding this can be found in the school 'Assessment Approaches' document.

We aim to take every opportunity for children to use and develop key skills in meaningful and authentic contexts, having an active input into the teaching and learning taking place in the classroom. The LNF is used to promote cross curricular skills in numeracy and literacy, and the DCF allows us to promote pupils Digital Competency throughout the school.

Citizenship is also highly valued at our Schools. We have an active Senedd (Pupil Voice) that regularly meet. Our school believes in a whole school community ethos – home family, school family, community family and wider world. It is only by working together with all stakeholders that we can achieve a rich and inspiring education and this is something we aim to achieve within our schools.

Each of our teachers makes a special effort to establish good working relationships with all children in the class. All our teachers follow the school policy of establishing high levels of behaviour and discipline with regard to classroom management. As a school we have Class charters designed to keep us all both safe and happy, and to ensure that Pupils right to an education are upheld. Our approaches are based on key nurturing principles which are on display throughout our school.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. Risk Assessments are always completed for off site visits. More information can be found in our 'Enrichments & Experiences' policy.

We deploy Teaching Assistants and other adult helpers as effectively as possible, ensuring they are appropriately planned for. Sometimes they work with individual children and sometimes they work with small groups.

Our classrooms are attractive learning environments. The classroom reflects the topics studied by the children and displays may be informative, enquiring or a celebration of pupils' learning. We ensure that all children have the opportunity to display their best learning and efforts at some time during the year. All classrooms have a range of age-appropriate resources and reading material, as well as displays relating to literacy and numeracy. We believe that a stimulating environment, which is resource rich, sets the climate for learning, and an exciting, organised classroom promotes independent use of resources and high quality learning by the children.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly, through Performance Management sessions. We do all we can to support our staff in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all – with staff modelling these qualities to pupils at all times.

Learning within the Taff Bargoed Learning Partnership embraces a pupil-centred approach, in line with the pedagogical principles, and we regularly make use of school-school working in order to share best practice in teaching and learning approaches.

Shared Learning Themes

Within the Taff Bargoed Learning Partnership we make use of 'Shared Learning Themes' to establish high quality learning experiences and real life, authentic contexts.

The themes that are used will enable skills acquired in Literacy and Numeracy, and other areas e.g. ICT, to be applied in meaningful contexts. Therefore, when planning for literacy and numeracy, teachers should consider the most appropriate time to teach these skills. Teachers should use relevant subject documents in order to secure coverage and continuity across the school. In best practice, the skills should be developed as close to the point of application as possible. We aim to establish this

through the use of a 'Try it – Apply it' approach. This should serve as an effective means of motivating pupils. There will of course be areas of Literacy and Numeracy that will be developed outside of the themes and delivered discreetly in class.

AoLES that do not link directly to the main theme may form mini themes/projects or may be taught discreetly, as appropriate. Discrete areas of learning may be organised in blocks or separate areas of the curriculum.

Aspects of the curriculum such as citizenship, Cwricwlm Cymreig, RSE and use of the outdoor environment can also be identified as part of a theme and tend to form part of the wider learning process.

Pupil Explore Planners incorporate Pupil voice, gaining their ideas – harvesting the attitudes, values skills, knowledge and understanding that the children would like to learn about within the classroom. Learners should be immersed in experiences linked to the main topic. These will be based on a stimulus that will form the focus of learning for class work and draw on the Core 4 purposes of learning.

What would Ethical Ellis want to find out about this?

- How is this different to fruit we have in Wales?
- How was this Coconut grown? Was it sustainable?
- Were the farmers happy and treated well when they were growing it?
- How much do farmers get paid to grow Coconuts?
- How did the Coconut travel to Wales and what impact did this have on the environment?

What would Enterprising Elin think about this?

- I can create a sketch of a coconut using different mediums to create the different textures.
- I will look at different products that use coconuts to be made – can the coconut be used to replace other products currently made of plastic?
- I'd like to sell my own coconut ice, using my friends to help create the packaging for the coconut ice.
- Design a box for my coconut ice – sell at the Summer Fete.

What would Ambitious Aled want to ask about this?

- Can we grow Coconuts in Wales? If not why and where are they grown?
- Where have coconuts travelled from? Where are they grown?
- Are there places in the UK that grow Coconuts to prevent them having to be shipped?
- I'll use a leaflet to give information about a Coconut to tell about the journey from the tree to the shop.

What would Healthy Haf be trying to do about this?

- Make something healthy to eat from Coconut – like Coconut Ice.
- Try the Coconut water and know why water is important for my body.
- Make links to other foods I have tried in school to see if I like the coconut or not.
- I can use different sources to find recipes like a recipe book from the library.
- Find out if Coconut is good or bad for my health.

3. Resources

We have invested heavily in resources to support teaching and learning, ensuring all pupils have access to:

- Individual white boards for mental warm ups, jottings, shared writing etc.
- Class interactive screens and dry wipe boards for the teaching of the whole class or groups
- Wireless internet connection in all classes
- Class based IT resources
- Chromebooks for every Junior aged Pupil
- A range of interactive technology resources for Infant Pupils
- Suitable classroom furniture – age appropriate – for group learning
- Quality resources and provisions to support indoor learning
- Indoor resources to facilitate the enhanced learning environments
- Outdoor equipment to facilitate outdoor learning

4. Learning Environments

Our classrooms and learning areas support and enrich the learning of all children. As well as being rich, vibrant and welcoming, the environment can be a learning tool and used in a way to engage children; promoting and building the class and school climate for learning. Our environment creates a sense of ownership and is used to support and promote learning, as well as celebrating children's learning achievements.

The term 'Learning Environment' in this policy includes:

- The visual displayed environment
- The class or learning area organisation and management (e.g. book & equipment storage, teacher & children's resources, ICT resources etc. – the whole environment, what is frequently referred to as 'tidiness'.)
- The auditory environment – the level & type of sound generated is a critical factor in learning
- The light level and ventilation, especially natural light – clean, well lit & uncluttered window areas.
- Both indoor and outdoor environments

All learning environments will provide the following at an appropriate level for the age of the children working in the classroom. The following will also be used within lessons to support teaching and learning.

1. Learning objectives, success criteria and key questions are displayed and referred to in lessons (using as appropriate; children's books/ the classroom displays/interactive screens).
2. Prompts, ideas and good examples that are generated during lessons are displayed and referred to, to support future learning (see working walls).
3. Where necessary, curriculum displays include questions to highlight key learning points and key words and technical vocabulary are displayed and discussed for a variety of curriculum areas.
4. Good examples of work are displayed, annotated, and referred to during lessons by teachers and children.
5. Access to quality resources to support learning, which can be utilised independently by Pupils depending on their own need at the time of learning.

Strategy for implementation

Expectations for every classroom:

- Evidence of appropriate working walls
- Display which outlines pupil input into planning, and building an interactive topic related display as a result
- Class Charter – established at the start of the year and frequently referred back to & reinforced.
- Phonics displays to support pupils development (Speed Sound Charts) - Infants
- A celebrated, valued and attractive book area, with appropriate books for age (where space allows).
- Where appropriate in infant classes, a role play area related to the topic theme this should also be clearly evident (or role play 'boxes' depending on space).
- Children's books are kept neatly in labelled containers or draws, that are easily accessible.
- If a teacher's desk is present, it will be kept neat and tidy reflecting our expectations of learners organisation

- Sink areas are kept well-ordered and clean.
- Constant and visible access to ICT – Chromebook, tablets, computers etc.
- All rooms will be left in a tidy manner at the end of the day. The children are proactively managed, so that they take a full part in caring for their learning environment (which includes cloakrooms & shared learning areas).

The learning environment – ‘Working Walls’

Within the classroom and shared areas there needs to be children’s writing from a range of genres. This must be evident and consistent across the whole school. Working walls should be used to support this skill development.

A working wall is a resource/tool that can be used by teachers to further the skills of children within the classroom. The working wall will be in line with the focus currently being developed within class.

Within the classroom, particularly for literacy and numeracy, we operate a ‘working wall approach’ where teachers’ modelling and prompts are displayed as part of ongoing learning in each classroom. Working walls are short term, dynamic and well planned.

Vocabulary relevant to the focus of the learning is evident in all planned areas of learning. There is an interactive element in displays using this approach, where children have the chance to interact with the display either during the main teaching input or as part of their lesson or informally to extend their learning beyond the lesson. Interactive aspects of the display should enable children to use a range of learning styles e.g. adding photographs, writing on speech bubbles, recordable postcards or talking tins

Work on the working wall is not necessarily mounted, as it is expected to develop rapidly and change frequently.

Teachers and pupils may write captions and posters by hand as part of the lesson, which are then put on the wall for reference.

The learning environment – Display as Celebration

Celebration of work is displayed in corridors and other shared areas. It is expected that the central topic the class is studying (or has recently been studying) will be clear and is evidence within classroom. This involves display of pupils’ work in wider curriculum areas.

The current class theme should also be evident in interactive displays, artefacts and books on display in the classroom.

Paintings and photographs should be mounted, as well as written work. Captions to explain the learning process, pose questions or provide contextual information should be part of the celebration display too. Captions and titles should also be mounted. The use of artefacts, drapes etc. enhances the display. Using boxes, stands and other devices to make parts of the display three-dimensional enhances the display.

Each class is expected to maintain the display boards that are in corridors within the vicinity of their classroom. The entrance hall represents the schools ethos and values. The school prospectus video, showing school life, is on our screen in the reception area. We also have a display which promotes the purpose of our Curriculum at our Schools.

The Outside Environment

We aim to provide enriched environments for pupils to learn in; where children are able to relax and feel secure, confident and at ease. We believe that the outdoor environment;

- Promotes a sense of confidence and well-being
- Provides opportunities for developing harmonious relationships with others through negotiation, taking turns and cooperation.
- Supports those children who learn best through activity or movement;
- Provides safe and supervised opportunities for children to experience new challenges, assess risk and develop the skills to manage difficult situations;
- Supports children's developing creativity and problem-solving skills;
- Provides rich opportunities for imagination, inventiveness and resourcefulness;
- Gives children contact with the natural world and offers them unique experiences, such as direct contact with the weather and seasons.

5. Provision for MAT pupils

Within the Taff Bargoed Learning Partnership we recognise that we have, in our care, more able and talented children. We feel that individual children should be encouraged to develop their attributes, skills and potential within a learning environment that embraces equality of opportunity and provision.

Whilst children's abilities and talents will emerge via a wide range of subjects and fields, it is also important that such children are able to develop as a 'whole child'. We believe that individuals can thrive in an environment where they are able to showcase their talents and build on their skills and experiences, in order to reach their full potential.

Definition of More able and talented (MAT)

Within the Taff Bargoed Learning partnership, we recognise that MAT can be subdivided into 2 key groups:-

- **More able** – These children would demonstrate a higher ability than average for the class and would often require differentiated tasks and opportunities to learn through challenges in order to extend their learning;
- **Talented-** These children demonstrate an **innate talent or skill** in a range of areas such as in creative or sporting fields, sometimes called a 'natural talent'.

Identification Strategies

There are a number of characteristics that can help to identify more able and talented pupils within our schools. Identification is not about labelling children, nor is it based one on single aspect, but it is about ensuring effective and suitable provision is in place for an individual. Identifying MAT children can be a difficult process, especially when involving talents and skills that are not usually developed within the school setting (i.e. professional sports, martial arts, musical talents etc.). There are a number of strategies that we will employ within the school environment; to help us better identify and support those children considered to be more able and talented.

These strategies include;

- Identification which is informed by observations and staff discussions about individuals;
- Outcomes from teacher judgement, observations and discussions;
- Taking into account information provided to us by parents/carers;
- Applying further standardised assessments (e.g. CAT) to further assess particular groups of MAT children (where appropriate).

School Based Provision

Once children have been identified as being more able within academic areas of the Curriculum (e.g. literacy & Numeracy), staff are then able to better adapt and cater learning to the individual's needs.

Teachers will provide appropriate differentiated work to challenge and engage the pupil. They will ensure that there is pace and rigour and that the pupils next steps are identified.

For children identified as being more able, there are a number of different provisions that can be applied.

These provisions can include (but are not exclusive to);

- Setting/grouping for literacy and numeracy activities;
- Varying groups to suit tasks;
- Extension opportunities;
- Child initiated learning opportunities;
- Differentiated teacher questioning;
- Targeted use of classroom assistants;
- Working in small withdrawn groups
- Use of ICT software to provide opportunities for individual research and extension or as an alternative method of recording work;
- Awareness of learning styles;
- Special roles of responsibility;
- Visits by experts or external visitors;
- External consultation;
- Use of more able and talented children as tutors.

External Achievements (incl. Sporting, Music etc.)

Within the Taff Bargoed Learning Partnership, we encourage and recognise achievements made in or out of school. Although these are not always skills we can develop in school, Teachers will be aware of a child's talents outside of school and provide opportunities in class or school (where appropriate) for these to be demonstrated and celebrated.

If a child's talent requires them to spend time travelling to events or takes a lot of time outside of school and they find completing homework difficult:

- Additional time extensions may be given,
- Time in school can be given for completion
- Homework will not be set for the individual or it may be adapted to become more manageable.

Applications to the council for a license are also required for children who take part in professional activities (TV/theatre, modelling or paid sporting activities) during school time. We are unable to release children for these activities without the relevant license.

6. Homework – 'Talk Tasks'

As part of our approach to Teaching and Learning at the Taff Bargoed Learning Partnership, we recognise the importance of supporting our Pupils development both within school and at home. The contribution the Parents make to their child's learning can be hugely beneficial and can support pupils with their ongoing education.

We recognise that 'homework' can be made up of anything that children do outside the normal school day, which contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support and promote children's learning at home.

Recent research carried out by the University of Hull on traditional 'homework' methods has shown that homework set at Primary age provides very little impact on the progress of pupils academically,

and that very often there can be better ways of supporting children with their learning (this does not include, for example, reading books and practicing new vocabulary).

We want all of our learners to come to school prepared for the learning taking place in their class and understand that, although traditional 'setting of homework' shows very little impact on progress at Primary school, there is a place for Pupils doing some work at home ahead of coming to school.

As a school we utilise '**Talk Tasks**' instead of traditional 'homework'. These 'Talk Tasks' are set on a Friday and will focus on simple things that Parents can talk to their child about over a weekend, so that they can come into school on a Monday ready to contribute something to the learning in class. For example, a class may be looking at natural disasters during a week and the talk task may be to '*Talk to your child about any natural disasters that they may know about or be aware of happening in the world now or in the past*'. Learners only need to have had a chat about it with an adult at home, encouraging quality time to be spent with Parents and their children.

Learners are provided with a 'Learning Log' book from school so that if any learner feel they would like to do something a bit more than just talk about a topic – maybe some extra research, or a drawing, or writing about the topic which they are interested in – then they still have the opportunity to do this and bring it into school with them. Pupils who decide to do extra pieces at home are rewarded through extra Dojo points for their work!

As a school we believe that this way of working removes the pressures of traditional 'written' homework and provides a more flexible approach to supporting Pupils with their learning. Our pupils still take home a reading book regularly, as well as high frequency words and vocabulary to practice.

Reading Books

All pupils, regardless of ability or stage, are provided with reading materials and books that will support their on-going development of reading. These may include picture books, early phonic texts, reading scheme books and free choice books from our Library.

At the start Reception, Pupils are provided with a reading home pack. This pack contains various resources to support Parents/Carers when starting with their child's reading at home. As part of these resource packs a reading record book is included so that communication can be established between school and home.

Reading records used within the school provide guidance on how to support pupils reading at home, as well as a list of key vocabulary, relevant to stage of development. Reading books are sent home weekly. It is expected that parents will listen to their child read regularly and write a comment in the reading record to let us know how they are doing at home.

Holiday Tasks

Occasionally homework tasks/projects may also be set to be completed over school holidays. We only set 1 holiday task per year (usually Spring Term) linked to a clear purpose.

Online Platforms

As well as our regular homework based activities, we are also keen to ensure that Pupils are able to take part in blended learning opportunities. Our school invests in a range of online platforms to promote pupils' literacy and numeracy skills and all learners are able to access these various online platforms at home, as they would in school, should they want any extra practice with their numeracy and literacy skills.

7. Feedback and Marking

Effective marking and feedback is integral to good teaching and is a core part of the Practising teaching standards. It is an essential part of the learning process. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective feedback and marking aims to:

- ★ Inform the pupil what they have done well and what they need to do in order to improve
- ★ Supports pupil confidence and self-esteem in learning, and contributes to accelerated learning
- ★ Supports teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning
- ★ Develop consistent processes across the school to teach pupils to respond to feedback, self and peer assess and evaluate their own learning.

Processes

Within the Taff Bargoed Learning Partnership, there exist 4 types of marking and feedback that occur during teaching and learning. These are;

★ **Teacher intervention**

This form of marking is used to prompt deeper thinking, and swiftly addresses misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson 'pit stops'. It may also be verbal feedback given during 1:1 learning sessions or within a group context. For younger pupils this is often noted down to record the feedback and response process.

★ **'Light' marking of work**

This form of feedback acknowledges and recognises attainment and/or progress, success and/or completion of pupils work. The school marking Key will be used to highlight different areas of improvement or support that has been given during the activity.

| Literacy | | Literacy | | Numeracy | | Numeracy | |
|----------|---|----------|---|----------|--|----------|--|
| I | Independent Work | I | Independent Work | ✓ | Work is correct (Success criteria met) | ✓ | Work is correct (Success criteria met) |
| S | Supported using resource (E.g. Word Bank, Sound chart etc) | S | Completed with Support (Working Wall, Resource, Peer, Teacher) | S | Supported using resource (E.g. Number line, Square, Protractor) | I | Check your workings |
| GW | Group Work | am | Capital Letter Missing | I | Independent Work | S | Completed with Support (Resource, Equipment, Teacher) |
| PW | Partner Work | nd *The | Missing Punctuation | GW | Group Work | I | Independent Work |
| TS | Teacher Support | ↓ | Missing Word | PW | Partner Work | GW | Group Work |
| VF | Verbal Feedback | Sp | Spelling Correction | TS | Teacher Support | PW | Partner Work |
| 📁 | Recorded in Digital Portfolio | / | New Paragraph | VF | Verbal Feedback | TS | Teacher Support |
| ● | Pink to Think | VF | Verbal Feedback | C | Challenge/Extended thinking | C | Challenge/Extended thinking |
| ● | Green for Good | 📁 | Recorded in Digital Portfolio | 📁 | Recorded in Digital Portfolio | 📁 | Recorded in Digital Portfolio |
| | | ● | Pink to Think | ● | Pink to Think | ● | Pink to Think |
| | | ● | Green for Good | ● | Green for Good | ● | Green for Good |

★ **Prompt Marking**

Prompt marking is feedback in which incisive feedback on attainment and success is given and a response from pupils is required to improve and strengthen the teaching and learning process in order to accelerate and deepen learning.

★ **Self-assessment and peer assessment**

This occurs amongst pupils and involves assessment of the attainment and success of a piece of work.

Non-Negotiable Procedures for Marking

There are a set of non-negotiables that we expect as a school, in regards to feedback and marking. These are:

- ★ All marking is to be done in a clear, legible hand, aligned to the school handwriting script
- ★ The school marking key is to be followed in all cases
- ★ The marking key should be accessible to all pupils in exercise books and in the learning environment.

Staff will use **red** pen to highlight where feedback and marking has taken place.

Self-Assessment

Pupils will be provided with regular opportunities to self-assess their work. This will be in response to the learning objective & success criteria for the lesson (e.g. referring to 'Successful Spiders') as a guide for assessing their success with a task.

Pupils will use **green** pen to highlight where self-assessment/self-correction has taken place.

Peer Assessment

Where peer assessment has been appropriately introduced, pupils will identify positive aspects and one area of improvement.

Peer assessment is always carried out in **Purple** pen (when Peer assessment is in written form). Likewise if there is an opportunity to highlight peer marking (such as in the GWYCH Grid) then this is used.

Dydd Gwener 3 Chwefror
Newspaper Report
The Express
Headline: Up, up and away! Flight success

Yesterday, the Wright Brothers completed the World's first powered flight at Kill Devil Hills, North Carolina. **In** an attempt to prove that man can fly.

Wilbur, **and** his brother Orville, **had** written their names in the history books forever. The brothers were born in Millville, Indiana. At the age of 17 and 12 the brothers' father, Milton Wright brought home a rubber band helicopter and the brothers were hooked. **I was fascinated when we got that model plane and since then it's been my obsession.**

Orville Wright told the Express.

The brothers **had** a fascination with planes from a young age. When they were young the brothers enjoyed reading about planes and drawing them. Wilbur said, "I have always been fascinated with planes and have been driven to get to this point by my love of them."

The brothers told **us** that with plane took a year to design. During that time they had to take on board what went well with their old design and add it to the new design. Each plane took a year to build.

The plane is the World's first engine powered plane. The Wright Brothers design is going to change the world forever.

Yesterday at Kill Devil Hills the brothers set out to create the first engine powered flight. The brothers flipped a coin to decide who would fly first. **I** **remember** clearly which means Orville had to test their flying machine first. Orville Wright said that when he saw the result of the coin toss he was in awe. As they both **new** this flight had been the last time they'd see each other again. **Orville and Wilbur** grabbed each other's hands tightly and didn't let go for what felt like years.

When the time came for the flight Orville jumped into the plane, **praying for a success.** Orville flew 37 metres (120 feet) in 12 seconds. Then it was Wilbur's turn, he flew 260 metres (852 feet) in 59 seconds. It was the first time a heavier than air machine flew above the ground. ***How did they feel?**

How the Brothers are hoping to design another plane that will fly further, faster and higher. But for now **they're** enjoying the **calmness** of this historic episode.

Absolutely Fantastic!

***The Brothers are still in absolute shock after their significant triumph.**

| GWYCH? - Newspaper Report | |
|--|--|
| I Think... | My Partner Thinks... |
| Text Features <ul style="list-style-type: none"> • Uniquely Maths • Structure • Classification Paragraph (SWP) • Picture/Caption • Unexplained events in newspaper • Unexplained dates • Unexplained Para-graph (Summit Phrase) | Text Features <ul style="list-style-type: none"> • Uniquely Name • Structure • Classification Paragraph (SWP) • Picture/Caption • Unexplained events in newspaper • Unexplained dates • Unexplained Para-graph (Summit Phrase) |
| Sentence and Punctuation <ul style="list-style-type: none"> • APPLY Grammar • Capitalized • Useful of verb or verb (SWP) | Sentence and Punctuation <ul style="list-style-type: none"> • APPLY Grammar • Capitalized • Useful of verb or verb (SWP) |
| Grammar and Style <ul style="list-style-type: none"> • APPLY Grammar • Capitalized • Useful of verb or verb (SWP) • Useful of verb or verb (SWP) | Grammar and Style <ul style="list-style-type: none"> • APPLY Grammar • Capitalized • Useful of verb or verb (SWP) • Useful of verb or verb (SWP) |

Giving effective feedback to pupils

- ★ Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve.
- ★ It also forms part of formative assessment which is essential for teachers to refine and hone planning when teaching pupils so that they can swiftly move forward towards desired learning outcomes.

Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving.

For example, the challenge within the task may:

- ★ Refine a teaching point to consolidate or reinforce understanding.
- ★ Extend understanding to deepen learning or raise to a higher level of thinking
- ★ Address/explore misconceptions
- ★ Pick up errors if apparent
- ★ Address incomplete work and presentation issues
- ★ Focus a need for practise – e.g. times tables, attention to place value, spellings, punctuation.

The Frequency and Nature of Pupil Response to Feedback

Work that is marked using prompts requires a response from the pupil. Prompt marking is most effective when a well-crafted prompt/request for response is given and completed. Pupils need time to develop this skill across the school, and throughout the school year appropriately.

In each class, effective time should be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with ALN will need support to enable this.

Likewise tasks must be effective in improving work, yet brief in execution.

Acknowledgement of response

This should be swift, in line with the marking policy and not ordinarily an open opportunity for a longer dialogue. If greater issues arise then the teacher will wish to address this with the child through another medium other than feedback and response.

Role of other adults supporting

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If prompt marking is done then it should follow this policy and be under the supervision of the class teacher.

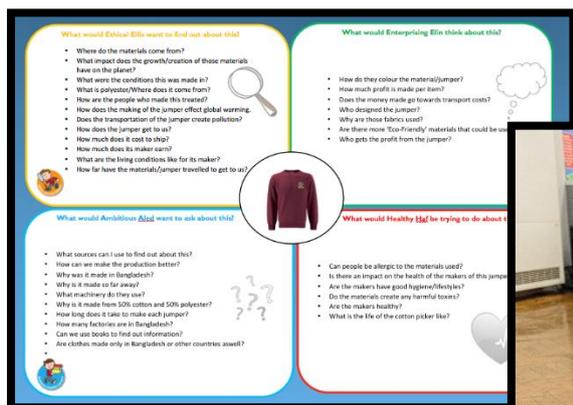
Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy.

Pupils are required to follow this policy as appropriate, however the class teacher is also required to initial marking completed by the Pupil to ensure quality assurance.

Medium Term Planning (Pupil Explore Planners & Theme Overviews)

Within our schools we operate a pupil-centred approach which focusses learning on Pupil interests and thoughts about the theme being explored. This approach aims to provide pupils with engaging, cross curricular learning that is established through real-life contexts to learning.

Each term, as part of Pupils engaging with learning, Staff utilise a range of stimulus linked to their class theme. These stimuli promote ideas from Pupils and act as a prompt for Pupils to come up with their own questions and ideas regarding what they would like to learn about. Pupil ideas are recorded on Pupil Explore Planners and put on display in all classes. The Class teacher then facilitates learning, using Pupils ideas as well as their own understanding of where pupils need to develop in order to provide a holistic approach to pupil-led learning.



Alongside this, pupils are provided with enrichment activities and experiences that support and promote the pupils' engagement and learning during the topic. See our 'Enrichment and Experiences' policy for more information.

Theme Overviews (Medium term planning)

Following collation of Pupil ideas, whilst also maintaining an understanding of the skills, knowledge and experience to be covered as part of wider long term planners, Staff utilise our 'Theme Overviews' which are used as a working document to plan out the learning goals and expectations of progression and development during a theme.

Within our schools we operate a process of 'Try it' and 'Apply it' where Pupils are provided with opportunities to develop literacy and numeracy skills confidently during their morning sessions, before then being provided with opportunities to develop these across the curriculum through a more thematic approach, which often takes place in the afternoon.

The theme overviews provide an overview of the whole thematic work for the term – including links to wider curriculum areas. This document, alongside our short term and long term planners, allows for a cohesive and coherent approach to planning teaching and learning experiences for our Pupils and ensures that all staff maintain a focus on standards and progress within their classes at all times.

Short Term Planning

Weekly and daily planning is completed as necessary by the individual teacher, and must take into account the previous learning and achievements of the children, the range of needs and abilities within the class and the different learning styles of the children. With a continued focus on high quality teaching being developed within the school, and in order to reduce staff workload, all planning within the school is carried out using school planning templates.

| TRELLEWIS PRIMARY SCHOOL Learning Experience Planner - Try It (Literacy) | | |
|--|--|--|
| Week: | Cross Cutting Responsibilities: | |
| Class: | DCP | Numeracy Literacy |
| Ambitious, capable learners who... <input type="checkbox"/> Set themselves their own and peer review criteria <input type="checkbox"/> Use evidence to justify their views and how the work is formed and adapt that knowledge to different contexts <input type="checkbox"/> Use questioning to probe others' responses <input type="checkbox"/> Can communicate effectively in different forms and settings, using oral, written and digital <input type="checkbox"/> Can explain the links and connections that are forming about <input type="checkbox"/> Can use further information to different contexts <input type="checkbox"/> Understand their own progress and their performance against <input type="checkbox"/> Use their experiences creatively to communicate, find and extend themselves <input type="checkbox"/> Undertake research and evaluate critically what they find and use what is most appropriate for their task | Empowering, creative contributors who... <input type="checkbox"/> Generate and assess their own ideas and skills to create ideas and products <input type="checkbox"/> Think creatively to inform and solve problems <input type="checkbox"/> Identify and solve design problems <input type="checkbox"/> Use reasoned ideas <input type="checkbox"/> Lead and take different views in team activities and negotiation <input type="checkbox"/> Express their views and opinions to other learners <input type="checkbox"/> One of their views and skills as they enter school will benefit and be used to solve a real life problem | Healthy, confident individuals who... <input type="checkbox"/> Have secure values and an established their spiritual and ethical views <input type="checkbox"/> Are confident in their mental and emotional well-being for themselves, confidence, resilience and anxiety <input type="checkbox"/> Apply knowledge about the impact of diet and exercise on children and mental health in their daily lives <input type="checkbox"/> Know how to find the information and support to help with and solve their personal issues <input type="checkbox"/> Take responsibility for their own health and well-being <input type="checkbox"/> Have the confidence to contribute to performance <input type="checkbox"/> Are positive individuals based upon trust and mutual respect, respect and respect children <input type="checkbox"/> Have the skills and knowledge to increase their life as individuals and as a team <input type="checkbox"/> Are able to lead others in their own members of their team |
| Context for Learning (Use prior Experience and meaningful skills to Communicate) | Ethical, informed citizens who... <input type="checkbox"/> Find, evaluate and use evidence to form their views <input type="checkbox"/> Discuss with others their views based on their knowledge and values <input type="checkbox"/> Understand and explain their human rights <input type="checkbox"/> Understand and explain the impact of their actions when making choices and acting <input type="checkbox"/> Are responsible about their culture, community action and the world they live in and to the world <input type="checkbox"/> Respect the needs and rights of others, as a member of a diverse society <input type="checkbox"/> Show their commitment to the wellbeing of the class and are able to be citizens of the world | |

| Bedling Community Primary School – Planning for Continuous and Enhanced Provision | | | | |
|--|---|--|--|---|
| Continuous and Enhanced Provision | | | | |
| Class | Class | Class | Class | Class |
| Sand Tywod Create a village of Sandcastles – big castles and small castles | Water Dwr The princess is really thirsty. How can we get the water up to the castle? | Paint Paent Paint an outfit for a King/Queen in the Castle. Use square paper only. | Dough Toes Design and create a dragon that's as long as 4 cubes. | Small World Byd Bach Show Box – Create a castle story and record on Seesaw. |
| Construction Adeladu Design and build a working 'drawbridge' for the castle to hold the Princess Cart. | Role Play Chwarae Rol Princess and the Knight from the story. Re-tell the Dragons Cave from the story | iPadIT Arddal Cyfrifradur Use Puppet Pals on iPad to create a Castle story. | Mark Making Gwneud Marciau Invite to the palace Banquet Menu Diary of Princess/Knight | Make it Table Cornel Creu Create a crown for the Princess/King which has a symmetrical pattern. |
| Book Corner Cornel Darllen Fiction/Non-Fiction books about castles and dragons. Find 3 interesting facts | Finding Out Darganfod Use internet to research castles/knights/princesses. Following question cards. | Number Rhif Shopping for a banquet – how much do you spend? 3D shapes – Building castles | Music Cerdd Listen to Medieval Music – write a 2" and a wish about what you hear. 2Simple Music – Create Royal Medieval Music. | Physical Corfforal Create a Medieval Dance Re-enact scenes from familiar fairy tale story |

and included within all staff planning:

- > The **context** for learning – how does the learning contribute to and build on prior learning, as well as fitting in with pupil voice in directing the learning.
- > Core 4 – what opportunities are presented to promote development of Pupil awareness and ability to demonstrate the Core 4 elements to learning.
- > The aim of the lesson – **the Learning Objective** – which should be specific, achievable, relate to previous teaching and learning, and should provide for the acquisition of knowledge, skills and understanding as appropriate. Within younger classes, Pupils are aware of this as a 'Learning Ladybird'.
- > The **activity/ies** – which should aim to address the learning objective, take account of pupils' prior learning and outline the role of the teacher in the context. Activities should also stretch/challenge children working at a higher ability, whilst promoting pupil independence. The class teacher should be careful not to 'overplan' which results in the teacher 'doing' and the Pupils being passive in the learning process.
- > **Differentiation** by outcome– carefully planned differentiation does not provide pupils with a ceiling that inhibits their learning but allows all pupils the opportunity to achieve. Although differentiation will be planned for (*where it is effective to do so*), all pupils are provided with an opportunity to choose tasks that will challenge them. Differentiation provide pupils with support and challenge and there is a consistent approach to differentiation through outcome.
- > The **resources** required – perhaps to create interest, to stimulate (via a display), to aid teacher explanation, to support learning, or to provide extension activities. There is no need to list the resources generally found within a well-resourced primary classroom.
- > **Additional Adult Planning (where applicable)** – the focus of all adult support, teacher and support assistant, must be included in short term planning, particularly within younger classes.

Within lessons, it is also important that the **Success Criteria (SC)** – how pupils will achieve the learning objective - is outlined. Good practice within the school is for pupils to co-construct success criteria as they are learning, therefore Success Criteria may not always be recorded from the outset. In Infant Classes S.C will be provided through the use of 'Successful Spiders'. As this is co-constructed with Pupils, staff are not expected to record this in their planning.

Monitoring and Coverage

As part of the School's MER, Planning monitoring takes place at regular intervals during the year to ensure that all planning meets the needs of learners and follows the school's policy for planning.

As well as the quality of planning, quality of coverage is also monitored to ensure that a breadth of skills are being covered, and that there is full coverage of all skills, particularly when planning for literacy and numeracy. This allows the SMT and curriculum teams to ensure that the school is meeting its statutory duty to cover the curriculum, and provide pupils with a rich learning experience.

Reading Carousel / Read Write Inc Spelling/Phonics

Teachers use and follow the Literacy Framework to produce a 'carousel' of activities, which are planned through medium term plans. These are produced on a week by week cycle, using assessment for learning to inform new plans. In addition to the above, staff use coverage documents to make sure that they cover the skills necessary.

Some staff plan and deliver Read, Write Inc lessons to identified pupils. These structured plans are saved onto the school network system. RWI planning (spelling & phonics) is not recorded on our planning templates as staff follow these pre-set guides in order to provide pupils with the necessary phonic sessions.

See our literacy journeys for information about these sessions.

9. Assessment

At our schools, we use a range of assessment strategies which enables each learner to make progress at an appropriate pace. We ensure that our learners are appropriately supported and challenged as a result of this. Where it is applicable, we will use data to inform, but not lead our discussions and evaluation of progress and will use all information available to ensure we have an accurate picture of a learner when planning next steps.

We work alongside our learners so that they are able to articulate how well they are doing, understand what their next steps are and what is required to support them in achieving these.

For further information about specific school assessment arrangements, please see our 'Assessment Arrangements' document.

10. Curriculum Delivery

At the Taff Bargoed Learning Partnership we aim to ensure that our pupils are provided with the skills and knowledge required to develop as lifelong learners. We understand the importance that our staff and Governing body have in securing high standards for our pupils, and this is established through developing and implementing a curriculum that engages and inspires pupils within their learning.

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the Curriculum for Wales, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

As mentioned above, the school has developed and implemented our TBLP Guarantee which provides a clear outline regarding teaching and learning at the school, and our Curriculum Summary document

provides further information regarding how our curriculum has been constructed and created, along with procedures for review.

Time Allocation

Within the Partnership we aim to provide a balanced curriculum and do not specify specific time allocations for individual AoLE areas. Rather we work in a cross-curricular way ensuring that pupils experience a rich curriculum. However, when considering coverage of the curriculum, staff are encouraged to:-

- Ensure adequate time is provided for each area
- Identify opportunities for developing skills across the curriculum
- Include activities which will enhance learning
- Ensure an inclusive curriculum
- Allow sufficient time for pupils to develop skills and knowledge in areas which are not linked to specific subjects e.g. Enterprise Week, Eisteddfod, Anti-Bullying Week, E-safety week
- Recognise the importance of RSE and RVE in the curriculum.

Please see our 'School Session Times' for specific information on organisation of the school week.

Skills across The Curriculum

All teachers encourage children to use their skills in all subject areas. We provide pupils with opportunities and experiences throughout their time in school that will promote knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales, their personal and social development and well-being and their awareness of the world of work.

Opportunities are provided for pupils to use their Literacy, Numeracy and ICT skills, to work with others, to improve their learning, to solve problems and to consolidate their learning across the curriculum.

Pupils are given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales (see 'Section 11 – The Welsh Dimension and Bilingualism').

Relationships and Sexuality Education

As part of our Curriculum commitment, we have developed a whole school approach to RSE. Please see the 'RSE Policy' for further information on this curriculum area.

Curriculum for Nursery (Non-Statutory Education)

The curriculum that we teach in the Nursery follows the skills and experiences outlined in the 'Developing Pathways' document, identifying that many of our Pupils enter Nursery at a point in their understanding that needs support, in order to begin accessing the progression steps. Our curriculum planning focuses on developing children's early skills and experiences.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Nursery builds on the experiences of the children in their pre-school learning. We aim to do all we can to build positive partnerships with the variety of pre-school providers in the area. A key part in assisting this is our baseline assessment.

During the children's first term in the Nursery class, staff make a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. We are well aware that all children need the support of parents and teachers to make good progress in school. Further information regarding this can be found in our 'Assessment Arrangement' document.

Implications For Classroom Organisation

We want our pupils to be independent in their learning, having access to all they need in order to develop. We understand that there can be implications for classroom organisation when establishing the Curriculum. In order to ensure effective development of the Curriculum, and to prevent any implications from preventing learning the following should be remembered by staff;

- Resources, including consumables, should be clearly labelled and easily available for use by pupils.
- Timetable should be on display or in staff room for the benefit of supply teachers, visitors and pupils.
- Classroom Management Files should be accessible in classrooms.
- Pupil individual targets should be accessible within the classroom.

Evaluation Of The Effectiveness Of The Curriculum

Our curriculum is kept under review through regular monitoring and evaluation activities, taking on board the feedback received from Parents, Pupils and Staff. Where necessary, amendments can be made with all changes being discussed and approved by Governors.

When reviewing our Curriculum, we will ensure that our curriculum;

- Meets the needs of our learners and supports our vision;
- Has maximum impact on teaching and learning;
- Enables all learners to make progress.

11. The Welsh Dimension and Bilingualism

Promoting the Welsh dimension to learning is a common requirement within the Curriculum for Wales. Its requirements will help pupils to understand what is distinctive about life in Wales, to celebrate diversity and to acquire a real sense of belonging. This is what we class as 'Cynefin'

Within the Taff Bargoed Learning Partnership, we aim to;

- To ensure that 'Y Cwricwlwm Cymreig' is clearly identified in Curriculum planning, where appropriate, providing a Welsh dimension/context for the development of knowledge, understanding and skills.
- To ensure the work is directly related to pupils' experiences and interests and is seen as relevant and important.
- To foster a sense of belonging or 'Cynefin' based on the values of the community in which pupils live and the circumstances and influences which have shaped these values.
- To appreciate the contribution both past and present that people from Wales have made to the development of their own and other nations' culture.
- To celebrate the cultural and linguistic traditions of Wales whilst respecting the values of other cultures and celebrating cultural diversity within our school community.
- To use the Welsh language as a means of communication.
- To understand the roles that industry plays in shaping Welsh life.
- To gain an understanding of the Christian tradition and its influence on Welsh life.
- To ensure progression of experiences within and across key stages.
- To understand the plurality and diversity of Wales in the twenty-first century.
- To celebrate diversity and to acquire a real sense of belonging.

Planning

Every teacher shares the responsibility of ensuring that pupils are given opportunities to access to Y Cwricwlwm Cymreig. The aspects of the Cwricwlwm Cymreig that are being taught are identified in the schools' Cwricwlwm Cymreig planning for the school.

- *Cultural*

As part of our development of Cwricwlwm Cymreig within the school, we aim to promote an understanding of the Cultural aspect of life in Wales, both past and present. This includes;

- *Celebrating the distinctive cultures, languages and traditions of Wales while respecting the values of other cultures.*
- *Gaining knowledge of one's own community and its values and traditions.*
- *Exploring the creative and expressive arts in Wales and in the broader Celtic tradition; traditional and contemporary literature, music, art, craft, dance and sport.*
- *Gaining knowledge about the religious beliefs and practices of Wales, Christian and other, past and present, and their influence on all aspects of Welsh life.*
- *Gaining knowledge about the past and present political life of Wales.*
- *Exploring the links between Wales, the UK, Europe and the wider world.*

- *Economic*

Industry and business continues to be a growing area within Wales. As a school, we aim to promote our pupils understanding of the various economic and industrial opportunities that exist within our country. This includes;

- *Understanding the role played by Welsh industry and agriculture in shaping the economic, political and cultural character of Wales.*
- *Learning how the development of resources and technology in the past and the present can change life in Wales.*
- *Appreciating the part which different sectors of the population play in the economic life of Wales.*
- *Visiting and researching examples of past and present economic activity.*
- *Keeping abreast of new business enterprise and economic change in the local area and in Wales through the media and use of IT.*
- *Understanding the developing economic links between Wales, Europe and the wider world.*

- *Environmental*

As a country, Wales presents itself as a World leader in its mission to develop an environmentally friendly population. As a school we continue to promote this by;

- *Learning about the relationship between the environment and the people of Wales and the effect this has on Welsh life today and in the past.*
- *Exploring current issues that affect the lives of people in Wales and the Welsh economy, e.g. alternative energy sources such as wind farms.*
- *Learning about the character of the built environment, past and present.*
- *Learning about sustainable development in Wales and the wider world.*
- *Understanding that opinions on issues such as sustainability can be expressed through the decision-making process in Wales.*
- *Visiting, studying and appreciating the various landscapes of Wales.*

- *Historical*

Wales is a country steeped in history. We promote this in school by;

- *Understanding how lives and localities have been shaped by the past, through learning about the history of Wales, its political, economic, social and cultural aspects.*
- *Visiting historical sites, using artifacts, making comparisons between past and present, and developing an understanding of how these have changed over time.*
- *Learning about the relationship of Wales with other parts of the UK today and in the past.*
- *Learning about past and present links with Europe and the wider world, using a range of scales of reference – local, regional, national, British, European and world.*

- *Linguistic*

In line with our aim to promote Bilingualism, we aim to celebrate the linguistic aspects of life in Wales. This includes;

- *Using the Welsh language with access for all.*
- *Recognizing that there are many different levels of fluency in Welsh.*
- *Using incidental Welsh in the life of the school.*
- *Becoming aware of Welsh as a language*

Bilingualism

It is the right of every individual to use the language of their choice and responsibility of organisations in Welsh society to acknowledge and facilitate the individual's right to do so. The Welsh Government is committed to Wales becoming a truly bilingual country.

Policies encourage students to learn Welsh and empower them to use the language. The teaching of Welsh is embedded throughout all classes, in all schools within the Taff Bargoed Learning Partnership, giving all pupils the opportunity to become bilingual in Wales in the 21st. century. "Cymraeg 2050" is an action plan for a Bilingual Wales and schools play a fundamental part in achieving this goal.

We aim to create a Welsh ethos within the school through use of the language in a variety of ways including displays, signage, formal and incidental use of Welsh.

"Bilingualism is the ability to speak, read and write in two languages and research suggests that bilingual education offers pupils the added benefits of being able to use two languages and being aware of two cultures." (Developing Dual Literacy: An Estyn discussion paper – 2002).

Bilingualism at Taff Bargoed Learning Partnership

The Governors, Head and Staff within the Taff Bargoed Learning Partnership are committed to developing pupils' ability to use the Welsh language and as such, a Scheme of Work for Welsh Second Language and Continuum of Vocabulary is in operation throughout the school.

This scheme was published by the Central South Consortium and is used across all schools within the region, including Secondary schools, thereby ensuring continuity and progression.

Within our Schools, teachers regularly use Incidental Welsh in all lessons and around the school when speaking to pupils, and pupils are encouraged to and rewarded for speaking to adults and fellow pupils in Welsh. Teachers are increasingly striving to be heard using Welsh when conversing with one another.

All schools within the Learning Partnership pride themselves in promoting a strong bilingual ethos. Welsh language is evident in all classrooms and on displays, and are evident in other areas to support children's learning in Welsh.

In Class, children are rewarded with 'Tocyn laiths' when there is evidence of Pupils using Welsh amongst themselves, independently. Each Term, a special assembly is held where 'Tocyn laith' are counted and the winning house rewarded with extra play time. This is led by the Criw Cymraeg who have an active role in promoting Welsh language within the school.

The school has a good supply of up to date Welsh Second Language resources including books, digital resources and Welsh music. Pupils develop a strong sense of belonging to Wales and enjoy using Welsh, singing songs in Welsh, and competing in activities in our annual Eisteddfod.

I2. Roles and Responsibilities

The Role of the Head teacher and Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating the resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school self-evaluation process.

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding "Meet the Teacher" sessions at the start of the school year in order to share with parents routines and organisations;
- Outline the themes that children will be studying at regular intervals on the school website and through sending home 'Parent Skills Questionnaires';
- Keep parents up to date of their child's progress through Parents Evenings;
- Book look evenings to show the work of pupils;
- Sending reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- Explaining to parents how they can support their children with home learning, through in school 'Learn with Me' sessions.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible;
- Ensure that their child is equipped for school with the correct uniform and PE kit (all labelled).
- Do their best to keep their child healthy and fit to attend school;
- Inform school if there are 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;

Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

TAFF BARGOED LEARNING PARTNERSHIP

'Learning and Growing Together'

Planning - A Guide for Staff

Planning Expectations

- Planning does not need to be something that takes excessive amounts of time; nor should it negatively impact on time for quality teaching and learning. Planning should be a tool to help develop the creativity and effectiveness of teaching and learning and not something that inhibits it. However, it should evidence that there is a clear sequence of learning and how this builds over a period of time, and that all learners are catered for in the learning process.
- Planning does need to be of good quality, and needs to be able to be followed by others e.g. Additional Practitioners.
- Plans should be 'fit for purpose'. They should be useful to the individual class teacher and reflect what is needed to support learners in the classroom.
- Plans should not be complex or 'over structured'.
- Planning will be monitored as part of monitoring activities to monitor the consistency and quality of teaching and coverage within the school.

Consistency in Planning across the School

- All staff to use shared planning template to plan lessons. This is found on the Shared Google Drive. This template sets out simple format to plan lessons and place the key information required for activities/sessions.
- Lesson Plans should indicate the week/dates that the planning is covering
- The context field should highlight what you are covering in context. For example *'As part of our topic looking at Red Riding Hood pupils wished to explore the topic of Wolves. Pupils will be writing fact files about Wolves in the Wild.'*
- Learning objectives should be clearly outlined in your planning. This should be decontextualized. These are the same for all pupils - we don't differentiate Learning Objectives!
LO: To be able to write a letter ✓
LO: To be able to write a letter to Mr Wolf from Little Red Riding Hood X
- AOLE links should be included, highlighting how the lesson you have planned contribute to promoting Pupils skill development in line with the Curriculum expectations. The reference Number only needs to be used and these have been made available to all staff on the Drive.

- Within the body of planning, differentiation should be highlighted using the following headings. This is not 3 different tasks, but one task with differentiated outcomes – we don't want to prevent any pupils from achieving! (ALN pupils will need separate tasks to support them!)

| Nearly All | Most | Few |
|---|--|--|
| What is the outcome of the task/activity that most pupils will be expected to achieve? Few Exceptions – Usually, but not limited to ALN | What is it that most of the class will achieve? 90% - Usually, but not limited to, excluding LA | What is it that few of your pupils will be expected to attain 20% - Usually, but not limited to, More Able Pupils |

E.G:

| Nearly All... | Many... | Few... |
|---|--|---|
| Children are to write content for a letter to Mr Wolf including full stops and capital letters. | Children will write a letter to the wolf that includes the key features of letter writing; address in the right place etc. | Children will write a letter to Mr Wolf including paragraphs which explain their viewpoint. |

- Cross Cutting Responsibilities of Literacy, Numeracy and DCF for each lesson should be highlighted. This just needs to be highlighted - Don't make tedious links. In topic planning, links to AoLEs should be made in order to track coverage. Again simply highlighting these boxes will show cross curricular learning.
- If your lesson doesn't lend itself to developing a specific literacy or numeracy skill.... Don't panic! Even ESTYN state that schools don't need to create opportunities to develop literacy, numeracy, welsh or ICT in **EVERY** lesson!

Evaluating Lessons

- When evaluating pupils, we evaluate against the skill that the children have been learning to develop.
- We assess Pupils in all aspects of the Curriculum. Pupil work is an additional evidence of this, which highlights their ability of using the skill. We are not evaluating pupils' progress solely on their work outcome, although this will be used as a major evidence base.
- Children should be evaluated against their ability shown within a particular lesson. For example – they may not have attained this skill last time you used it in a lesson, but this lesson they may have....and vice versa.
- The school utilises an online system for tracking pupil progress against the various skills from our Curriculum. Literacy and Numeracy skills are expected to be assessed weekly. Wider AoLE skills can be assessed retrospectively on a half-termly/termly basis.

- When evaluating, the following colours should be utilised;

| | |
|--------|---|
| Purple | Pupil exceeding this skill. |
| Green | Applied the skill independently, confidently and accurately. |
| Amber | Applied the skill with little support, though confidence is still developing |
| Red | Taught once however, Pupil unable to apply skill independently or accurately. |

*Remember: Just because a child is green once, doesn't mean that they may necessarily be green next time that skill is encountered in another area. Our online system will help to track these sorts of fluctuations to track pupil confidence and ability.