

BRYN COCH PRIMARY SCHOOL MOLD



Teaching & Learning in the Younger Years Policy

Policy adopted by Governing Body on: 23/1/2024

Chair of Governors (print name): M Tanton

Signature: _____

Review date: Spring Autumn 2026

MISSION

Create an inspiring and nurturing environment that enables all children to become resilient, independent, healthy, life-long learners, achieving their full potential in our happy, caring school.

We want all children to have happy memories of their time with us and to be excited and motivated at the prospect of making the most of learning as they progress to secondary school and beyond to the world of work.

Introduction

This policy has been written to reflect Bryn Coch's mission. It provides a framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. This policy should be read in conjunction with the new Skills Curriculum (2022) which sets out in detail what the children should be taught.

In the younger years we place great emphasis on children "learning by doing". Our youngest pupils are given more opportunities to gain first-hand experiences through structured play and active involvement which focus on exciting and challenging learning activities both indoors and outdoors.

Adults involvement in children's learning is of vital importance particularly when interactions involve open questioning, shared and sustained thinking. There is a balance between structured learning through child-initiated activities and those directed by adults.

Areas of Learning

There are six areas of learning:

Language, Literacy and Communication Skills

Mathematics & Numeracy

Health & Well-being

Science & Technology

Humanities

Expressive Arts

Curriculum Cymraeg - Curriculum Cymraeg will be developed across all areas of learning through an integrated approach by developing children's understanding of the cultural identity unique to Wales.

Collective Worship – explore their own experiences, reflect on the value of life and be encouraged towards living things in an open, challenging way through the exploration of a range of beliefs and viewpoints.

Developing Skills Across the Curriculum

Children will be given as many opportunities and experiences to develop the following skills, through group and individual tasks in a variety of contexts across the areas of learning:

- **Literacy** – Oracy, Reading and Writing across the curriculum
- **Numeracy** – Developing reasoning, using number, data and measure skills
- **DCF** – by creating, presenting, finding and developing information and ideas.

Aims

To fully embed the four purposes in our skills curriculum (Healthy & Creative, Ambitious & Capable, Enterprising Creative Contributors, Ethical & Informed).

We will ensure that all children feel secure, included and valued.

We will help children learn and develop their thinking skills and to acquire positive attitudes towards lifelong learning.

We will aim to promote and provide support for children's holistic development, through an appropriate child-centred curriculum.

We will ensure children are taught to reflect their stage of development rather than their age and are supported appropriately.

We will establish positive relationships with parents keeping them informed and involved with the curriculum and their child's progress.

Curriculum Planning

At Bryn Coch we have a well-planned curriculum in order to raise standards.

All curriculum planning shows that:

- the child is at the centre of all planning.
- it is broad, balanced and differentiated to cater for children who are at different stages of development
- it takes into account prior learning and attainment.
- there is a balance between structured learning through child-initiated activities and those directed by adults.
- the activities inspire and challenge children's potential for learning.
- planning is completed using the new Skills Curriculum (2022). Topics are linked to texts and from pupil voice activities.
- there are progressive life skills which are developed and built upon each year.
- we foster a sense of belonging with regards to the culture and heritage of Wales.

Long Term Planning –

- Each year group will map skills across all areas to ensure coverage of the curriculum.
- Continuous provision plans for key classroom areas
- A skill from the Digital Competency Framework.

Mid Term Planning –

- Skills are identified and where appropriate possible activities planned under the six areas of learning.

Weekly Planning -

- Includes key skills for the week
- Focused activities
- Must Do Challenges
- Enhanced Provision plans are updated weekly

Starting School

Admission arrangements

Prior to September

Local playgroups are visited by the Nursery Teacher. This enables the staff to meet with the children in a familiar informal setting and also to gain information about the child to help them to settle in.

June/July

Parents are invited to a formal induction evening for sharing information.

September

The first two weeks in September are dedicated to making home visits. The Nursery Teachers and CAs make their home visits enabling them to meet the children in their home environment. This is a chance to discuss any worries or concerns parents may have about their child starting school. Medical allergies/issues can also be noted and any relevant personal information about the child can be made while the child plays with the activities brought to the home.

Part -Time Nursery

Children will also commence Full Time Nursery in a staggered intake in order to settle the children into full time routines.

June/July

Parents are also invited to attend a formal induction meeting during this summer term.

Reception Start

Nursery will prepare children for the transition during the summer term through attending assemblies, visiting the playground etc. The children spend a day in Reception classes during the summer term prior to them starting full time.

Year 1 & Year 2

The pupils spend a day in their next year's class during the Summer term prior to September.

Partnership with Parents

The role of parents - We believe that all parents have an integral role to play in the education of their child. We involve parents in their child's learning by:

- talking to parents about their child before their child starts in our school
- offering parents regular opportunities to talk about their child's progress
- encouraging parents to talk to the child's teacher if there are any concerns
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents e.g. home- school tasks.
- providing various activities that involve parents, i.e. regular communication with home through the home/school reading scheme, class information sheets related to themes and inviting parents to curriculum evenings in order to discuss the kind of work that the children are undertaking
- inviting parents into the setting to talk about and be interviewed by the children on their family, jobs and pets
- encouraging parental help, such as supporting with reading, gardening, in class support.
- holding a formal meeting for parents twice a year at which the parents discuss the child's progress in private with the teacher.
- receiving a report on their child's attainment and progress at the end of each school year.
- having the opportunity to view their child's work and interact with staff via Seesaw.
- a code of conduct is sent out at the start of each school year.

Outdoor Learning

The development and use of the outdoors as a learning environment is very important for the development of all children. Each year group has access to a dedicated outside classroom area. This enables our pupils the opportunity to enjoy learning outside across all areas of the curriculum.

The outdoor classroom reflects, and is an extension of the indoor learning environment. Continuous provision areas will be set up in each outdoor area. There is a variety of differentiated resources to enable every child to make progress according to their ability.

Adults will support children's learning, make regular observations and use these next steps to inform future planning.

Assessment, Recording and Reporting Achievement

Assessment is an integral part of the planning process and focuses on children's achievements and development along a learning continuum. The main purpose of assessment is for teachers to gain an in-sight into what each child knows, understands and can do in order to plan subsequent learning experiences in partnership with them. Observational assessment is an integral part of the daily routine in younger years. Children are observed when working in continuous and enhanced provision areas. Observations are used to identify current achievement, next steps and future, child led planning.

'Seesaw' is used to record, evaluate and assess children against the skills from the skills curriculum. Children are observed by all staff, in all provision areas. Pupils will be involved in a range of self and peer assessment activities.

Statutory Assessments

On entry to school each pupil is assessed using the school's 'On entry' assessments. This focuses on Language, Literacy and Communication, Mathematics & Numeracy, Health & Well-being.

All pupils from Reception – Year 2 will undertake a Non-Verbal Reasoning test annually.

All Year 2 pupils will undertake Welsh government tests in reading, numeracy & maths reasoning annually in May, in addition to GLS reading and spelling assessments bi-annually.

Internal Assessments

Reception assess the children against the school's 'On entry' assessment for Reception in September. Reception, Year one and Year two assess the children against the progression steps at the end of each term. This digital tracker is used to monitor progress and to identify next steps in learning.

From Nursery, pupils are assessed on their Read, Write Inc Sounds knowledge as soon as they are ready. Groups are identified from this.

Reception conduct Read, Write, Inc reading assessments at the start of each term.

Year 1 conduct Read, Write, Inc reading assessments at the start of each term. They also conduct RWI writing assessments in January & April.

Year 2 conduct Read, Write, Inc reading assessments at the start of each term. They also complete an Assertive Maths half termly assessment.

Children from Reception & Year 1 complete one unaided writing assessment at the beginning of each term. Children from Year 2 complete one unaided writing assessment at the beginning of each half term.

Teaching Numeracy

Nursery – cover a maths skill over the course of a week, with one focus activity on the carpet. Enhanced provision supports the skill of the week and other skills learnt. Daily mental maths sessions via songs and use of puppets cover counting and other mathematical skills. Enhanced provision of numeracy is taught across the indoor and outdoor areas which either introduces a skill or consolidates previous learning. Ten Town is used to support them with the formation, orientation and value of numbers. Log ins are also provided for use at home. Over the year the children are grouped according to ability to support and challenge.

Reception – daily maths carpet session which teaches specific skills is differentiated with one group working with CA. Other mental maths activities are done throughout the day. At least one maths focus activity with an adult a week. Must do tasks are built up through the year. Enhanced provision of numeracy is taught across the indoor and outdoor areas which either introduces a skill or consolidates previous learning. Ten Town is used to support them with the formation, orientation and value of numbers. Log ins are also provided for use at home.

Year 1 - Daily maths carpet session is taught which teaches specific skills. Focus activities take place at least twice a week. Must do challenges occur on four days a week. Enhanced provision of numeracy is taught across the indoor and outdoor areas which either introduces a skill or consolidates previous learning. Ten Town is used to support them with the formation, orientation and value of numbers. Log ins are also provided for use at home. Doodle maths is used after Christmas – it can also be used at home with log ins provided.

Year 2 - Focus activities take place at least twice a week. Assertive maths is used in the year group. Challenge tasks occur on the days when the children are not involved with the focus activity. Enhanced provision of numeracy is taught across the indoor and outdoor areas which consolidates previous learning. Mental maths sessions are taught daily. Children access Doodle maths during 'choosing' time as an enhancement in the provision areas. They also have log ins so they can access it at home. Ten Town is used to support LA learners by UPS staff.

Teaching Literacy

Nursery

Oracy – skills are addressed through all of the six areas. There is a planned focus activity which addresses more specific skills. Children have opportunities to perform on stage in front of an audience.

Reading – books are available, adults support children through enhanced and continuous provision with early reading skills. Teacher shares a daily story which is used to teach more specific reading skills. Read, Write Inc is introduced with the children when they are ready.

Writing – Activities are available across the indoor and outdoor classrooms. Specific enhancements are planned each week. Writing elements are included in focus tasks

and children provided with opportunities to consolidate through continuous and enhanced provision. When children are ready Letter formation is taught each week through Read Write Inc sessions.

Reception

Oracy – skills are addressed through all of the six areas. There is a planned focus activity which addresses more specific skills. Children have opportunities to perform on stage in front of an audience.

Reading – In Reception we foster a sense of love for reading. Adults support children through enhanced and continuous provision with early reading skills and books are displayed throughout the classrooms. Teachers share a daily story which is used to teach more specific reading skills. Pupils have a daily Read, Write Inc session, grouped according to their learning needs across the year group. Whiteboard activities are used daily to reinforce phonological knowledge, in summer term children practice phonics in writing books. Reading books are changed daily. Pupils access pre reading games and activities to enhance learning at home. Dolch words are given to pupils who can blend. Pupils who are not ready for a reading book are provided with picture books and CVC games to encourage their phonological knowledge.

Writing – Activities are planned across the indoor and outdoor classrooms, encouraging mark making and letter formation. Specific enhancements are planned each fortnight. Writing elements are included across all areas of learning in focused tasks and children provided with opportunities to consolidate through continuous and enhanced provision. Letter formation is taught each week through Read Write Inc sessions.

Year 1

Oracy – skills are addressed through all of the six areas. There is a planned focus activity which addresses more specific skills. Children have opportunities to perform on stage in front of an audience.

Reading – books are available, adults support children through enhanced and continuous provision with early reading skills. Teachers share stories to teach more specific reading skills. Pupils have a Read, Write Inc sessions, one of these sessions is longer and the focus is the sound of the week (Guided Reading). Children are grouped across the year group. Home reading books are sent home daily, children are supported with reading on a daily basis by an adult or Year 6 peer reader.

Writing - Focus activities take place at least twice a week. Children write daily in a variety of areas across the curriculum. Children have opportunities to write both indoors and outdoors. Read, Write Inc is used to teach letter formation. Must do tasks are used to consolidate writing skills. Pupils complete handwriting in their language book which is used on an individual basis.

Year 2

Oracy – skills are addressed through all of the six areas. There is a planned focus activity which addresses more specific skills. Children have opportunities to perform on stage in front of an audience.

Reading – each class has a book nook. Reading books are sent home daily, pupils independently choose their own books from within their correct level. Reading activities for example comprehension, use of dictionaries etc are taught throughout the year. Teachers share stories which are used to teach more specific reading skills. Pupils have a Read, Write Inc sessions, grouped according to their learning needs across the year group.

Writing

Focus activities take place at least twice a week. Children write daily in a variety of areas across the curriculum. Children have opportunities to write both indoors and outdoors. Read, Write Inc is used to teach letter formation. Must do tasks are used to consolidate writing skills. Pupils complete handwriting in their language book which is used on an individual basis.

Additional Learning Needs

School recognises that every class has children with a wide range of needs.

School adheres to the duties set out in Additional Learning Needs and Education Tribunal (Wales) Act 2018. The basic principles are:

- a child with Additional Learning Needs should have their needs met,
- the Additional Learning Needs of children will normally be met in mainstream schools or settings,
- children with Additional Learning Needs should be afforded full access to a broad, balanced and relevant education,
- the views of the child and their parents/carers are crucial, and should be the focus during the process of identifying and meeting individual needs,

As a point of policy Bryn Coch Primary School will therefore strive to:

- ensure the culture, practice, management and deployment of resources within the school are designed to ensure that all children's needs are met,
- ensure that a child's Additional Learning Needs are identified quickly,
- use person centred practices to identify Additional Learning Needs and Additional Learning Provision,
- exploit best practice when devising interventions,
- use a variety of approaches, including person centred approaches, to regularly review the child's progress and evaluate the impact of the Additional Learning Provision,
- work closely with outside agencies to ensure a multi-disciplinary approach to identify additional learning needs and Additional Learning Provision,

Most of our support for pupils who have Additional Learning Needs occurs in class. That is, the class teacher will plan appropriate provision which caters for the child's individual needs. This provision may take a variety of forms to meet needs which may

be of cognitive and learning, communication and interaction, emotional, social, behavioural, physical and/or sensory nature. ALNCo works closely with class teachers and support staff to ensure that provision is appropriate.

All children in school have a One Page Profile. Those who have been identified as having Additional Learning Needs will also have an Individual Development Plan (IDP). An IDP is reviewed in a person-centred way, at least annually.

Equality

It is the responsibility of all teachers to ensure that all pupils irrespective of gender, ability, ethnicity and social circumstances have access to the whole curriculum and make the greatest possible progress.

Throughout the school, including the younger years we embed the scheme 'No Outsiders' to promote an inclusive education and promote a sense of belonging- all different, all welcome.

We ensure this in various ways including:

- valuing every child.
- treating each child as an individual.
- providing an environment which is free from stereotypical images.
- using resources that positively reflect diversity.
- using a wide range of teaching strategies, based on children's learning needs.
- planning challenging opportunities for More Able and Talented children.
- facilitating equal access to activities by all children.
- supporting children with Additional Learning Needs as appropriate.
- providing additional support from adults.
- adopting activities or environments.
- using specialist aids and equipment.
- using multi-sensory materials and experiences.
- supporting children with English as an additional language as appropriate – valuing the child's home language.
- providing a range of opportunities for child to engage in speaking and listening activities in English with peers and adults.