

# BRYN COCH PRIMARY SCHOOL

## MOLD



Teaching and Learning from Year 3 to Year 6

Policy adopted by Governing Body on:

Chair of Governors (print name): \_\_\_\_\_

Signature: \_\_\_\_\_

Review date:

**Bryn Coch Primary School**  
**Teaching and Learning Policy**

**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**

**Introduction**

At Bryn Coch School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

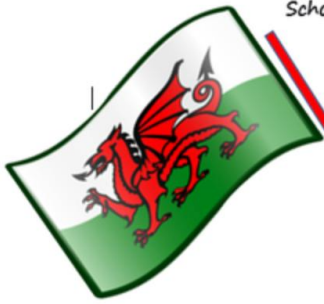
**Aims and objectives**

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

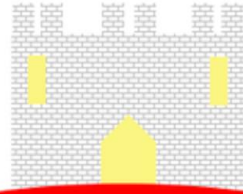
Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- 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, encompassing no outsiders;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into confident, reliable, independent and positive citizens.

Schools in Wales are required to implement their curriculum from September 2022.



OUR HAPPY CARING



YSGOL BRYN COCH

### Our Vision

It is our vision to ensure that a balance is kept between academic achievement and the development of personal attributes such as self-discipline, loyalty, involvement in a team and respect for others. These goals can best be realised when pupils, teachers and parents work together for the common good.

### Our Mission Statement

Our mission statement has been created in collaboration with our children, staff, governors and parents

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.

### Our Curriculum

At Ysgol Bryn Coch our aim is to ensure children's time in school is enjoyable, happy and a positive, inspiring learning experience which fosters ambitious and capable learners, who are ready to learn throughout their lives. Units of work are planned using quality texts, enriching children's learning through carefully designed teaching activities.

These activities provide a stimulating and interesting learning environment with experiences that capture the interests of the children and give them the best start on their life-long learning journey. The well-being of every child is our priority and learners are celebrated as individuals where all their needs are met and aspirations are raised to promote a love of learning.





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## Effective learning

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- independent, paired and group work
- asking and answering questions;
- use of ICT resources;
- outdoor learning and visits to places of educational interest;
- creative activities;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use medium term planning to guide our teaching. These set out the four purposes, what matters statements and progression steps, cross curricular links and suggested activities.

In line with the new curriculum, life skills are delivered with increasing complexity from year 3 to year 6. These are everyday tasks that foster independence.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to further develop the skills and knowledge of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children who are most able or have additional Learning Needs we give due regard to information and targets contained in the children's Individual Development Plans (IDPs). We have high expectations of all children, and we believe that their work here at Bryn Coch School should be of the highest possible standard.

We identify on a regular basis, children's next steps for improvements. Pupils also do this through self/peer assessment and take ownership and responsibility for these improvements. Literacy targets and Assertive mentoring targets are shared with parents at Open Evenings. We review the progress of each child regularly throughout the year and at the end of the academic year through the school report.

When planning our work we start with our MAT children and work towards our ALN pupils. We plan our lessons with clear learning objectives. These are taken from the What Matters Statements, Progression Steps and Cross Curricular links. Our planning contains information about the tasks to be set, the resources needed, how the lesson is to be differentiated and the way we assess the children's work.

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct and all staff regularly revisit the Golden Rules with the children. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy and use the Restorative Practice techniques.

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; we fill all relevant risk assessments and EVC forms.

We deploy support staff and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups.

Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction

books, as well as displays relating to various areas of the curriculum. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

All teaching staff have performance management and reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers 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.

### **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 parents' evenings to explain our school strategies for teaching literacy, numeracy and health and wellbeing.
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- sending regular 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 homework. We suggest, for example, regular shared reading and support with their half termly homework tasks.
- Parentmails and updating Twitter regularly with regards to school events, classwork and reminders.

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;
- 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;
- fulfil the requirements set out in the home/school agreement.

### **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.

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 - inline with No Outsiders.
- 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.
- Planning transition activities with local consortium including local high schools
- facilitating equal access to activities by all children.
- supporting children with Additional Learning Needs as appropriate.
- providing additional support from adults.
- adapting 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.

### **Additional Learning Needs**

The fundamental principles which underpin our Additional Learning Needs Policy 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
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education.
- Children with special educational needs should be afforded full access to a broad, balanced and relevant education.

(Special Educational Needs Code of Practice for Wales or ALNET as appropriate)

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
- Work with the LEA and other outside agencies to ensure that a child's additional learning needs are identified quickly
- Exploit best practice when devising interventions
- The wishes of the child are taken into account when providing for ALN provision, in light of the child's age and understanding
- Interventions for each child are reviewed regularly to assess their impact, the child's progress and views of the child, their teachers and their parents
- Foster close co-operation between all agencies concerned in ALN delivery and support the multi-disciplinary approach to the resolution of issues

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 could be of a learning, emotional or physical nature, this may be supported by classroom assistants. When appropriate, advice is sought from ALNCO and the child may have an IDP. In addition, pastoral or learning support staff may support children with additional learning needs in class.

Children may be withdrawn for individual/group tuition for a specific aspect. E.g. Speech and language, phonics, emotional, social and behavioural support, this is delivered by UPS staff. (Universal Provision Staff)

There is always close liaison between ALNCO/ support staff and the class teacher.

Individual Development Plans (IDPs) are reviewed and agreed with children and their parents at least twice during an academic year. Plans are signed by all parents.

We strive to identify, support and extend the skills of the More Able and Talented child. We firstly call on the expertise and specialism's within our own staff to challenge the pupils and if deemed necessary would call upon the officers from the LEA to give additional support and advice.

### **Assessment**

Children complete school assessments in the Autumn and Summer term. The results from the tests are used within school to ensure that the children's needs are being met and for support and extension to be targeted to those who need it. A report of the National test results will be sent home to inform parents.

### **Person Centered Planning**

Following the whole-school training, all members of staff use of one-page profiles to:

- support learners' learning
- reflect 'pupil voice'
- support transition across the key stages

One-page profiles are the foundation of person-centered support, a one-page profile contains key information about an individual's character, gifts and talents; what is important to them; and the best way to support them. One Page Profiles are passed on to the following year's teacher and are reviewed by the children annually.

### **Pupil Voice**

We encourage children to take responsibility for their own learning through Pupil Voice activities. Pupils are involved in the planning of activities for a given topic and review and reflect on how they learn.

### **Numeracy**

Children across Key Stage 2 are set according to their ability for Maths sessions. Numeracy skills are taught across the curriculum areas and children are given the chance to practise these skills regularly. Children are taught reasoning skills which reinforces

real life numeracy and problem solving. All children have access to Doodle Maths which helps to support pupils' learning and reinforce maths concepts.

Assertive Mentoring is used across Key Stage 2. Through a weekly test children's outcomes and targets show children's level and any misconceptions helping them move to the next stage of learning. Children sit a half termly test which informs the teachers' planning for the half term, ensuring that teaching is specific to what the children need. The targets are shared with parents/ carers at parents evening.

### Literacy

Children across Key Stage 2 are set according to their ability for language sessions. Each term, every year group studies a different book related to their topic. Through the text children are given the opportunities to develop their literacy skills. Children are taught spelling rules and patterns during a literacy lesson.

### Big Write

Big Writing is an approach to teaching writing and raising writing standards. Writing is taught through V.C.O.P which is vocabulary, connectives, openers and punctuation. Children are given opportunities to develop their knowledge in each of these areas and results in children writing for an extended period of time putting all that they have learnt into practice. Teachers then assess this piece of work and provide next steps to help the children develop further. Children are then asked to write on a similar theme to assess whether they have been able to use their skills and develop further.

### Cymraeg Campus

The Cymraeg Campus Language Charter has been created to develop Welsh in English medium schools. The charter consists of three awards - bronze, silver and gold. Schools attempt to complete these awards over a three year period. Each award comprises of ten targets and these targets become more challenging as you progress from bronze - to silver - to gold.

The project is pupil led by the 'Cryw Cymraeg'. This consists of pupils from Year 5 and 6, who meet with the Welsh coordinator to discuss business e.g. phrase of the week, rewards etc; current initiatives and progress with the language charter. When the ten targets have been completed, school will be assessed by the Athrawon Bro from the County. The Athrawon Bro will take into consideration a range of evidence including listening to learners and meeting with designated staff to be able to judge whether the school has achieved the award.

### Digital Competency Framework (DCF)

The Digital Competency Framework focuses on developing digital skills which can be applied to a wide range of subjects and scenarios. The framework has 4 strands: citizenship, interacting and collaborating, producing, and data and computational

thinking. DCF is planned for across the curriculum and children are encouraged to practice their digital skills regularly.

### **Transition Key Stage 2 to Key Stage 3**

All Year 6 pupils are invited into their chosen high school on numerous occasions during their final year in Bryn Coch. They will take part in a number of transition activities which culminates in a final induction day during June/July. This allows staff and pupils to build crucial early relationships.

In the case of children with Additional Needs, the ALNCO will organise transition meetings with a member of the ALN team from the chosen high school. Parents and children will be invited to attend. Support can then be put in to place so that it is available on arrival. Enhanced transition is also provided for children identified as needing further support.

A member of the high school staff will visit Year 6 pupils and liaise with the Year 6 teachers to collect information on incoming pupils. This will include completing Common Transfer Forms.

There are regular meetings between Primary and Secondary school staff including Senior management, Heads of Year and Additional Needs Co-ordinators.