

# **BRYN COCH PRIMARY SCHOOL MOLD**



## **KS2 Teaching & Learning Policy**

Policy adopted by Governing Body on:

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

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

Review date: Summer 2021

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

**MISSION**

To achieve the highest possible standards by creating a happy, nurturing environment whilst maintaining the "warmth" that is at the heart of Bryn Coch.

**Chwarae, Dysgu, Hwyl a Sbri**

**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;
- 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.

**We are now working towards our New Curriculum for Wales which will have four main purposes. Over the next cycle we will be changing what and how we teach to ensure these four purposes are being met.**



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**ambitious, capable learners who:**

- › set themselves high standards and seek and enjoy challenge
- › are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- › are questioning and enjoy solving problems
- › can communicate effectively in different forms and settings, using both Welsh and English
- › can explain the ideas and concepts they are learning about
- › can use number effectively in different contexts
- › understand how to interpret data and apply mathematical concepts
- › use digital technologies creatively to communicate, find and analyse information
- › undertake research and evaluate critically what they find and are ready to learn throughout their lives.

**healthy, confident individuals who:**

- › have secure values and are establishing their spiritual and ethical beliefs
  - › are building their mental and emotional well-being by developing confidence, resilience and empathy
  - › apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
  - › know how to find the information and support to keep safe and well
  - › take part in physical activity
  - › take measured decisions about lifestyle and manage risk
  - › have the confidence to participate in performance
  - › form positive relationships based upon trust and mutual respect
  - › face and overcome challenge
  - › have the skills and knowledge to manage everyday life as independently as they can
- and are ready to lead fulfilling lives as valued members of society.

**enterprising, creative contributors who:**

- › connect and apply their knowledge and skills to create ideas and products
  - › think creatively to reframe and solve problems
  - › identify and grasp opportunities
  - › take measured risks
  - › lead and play different roles in teams effectively and responsibly
  - › express ideas and emotions through different media
  - › give of their energy and skills so that other people will benefit
- and are ready to play a full part in life and work.

**ethical, informed citizens who:**

- › find, evaluate and use evidence in forming views
  - › engage with contemporary issues based upon their knowledge and values
  - › understand and exercise their human and democratic responsibilities and rights
  - › understand and consider the impact of their actions when making choices and acting
  - › are knowledgeable about their culture, community, society and the world, now and in the past
  - › respect the needs and rights of others, as a member of a diverse society
  - › show their commitment to the sustainability of the planet
- and are ready to be citizens of Wales and the world.

**All our children and young people will be...**

## **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. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

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

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT resources;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching videos and responding to audio material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

## **Effective teaching**

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use mid term planning to guide our teaching. These set out the skills, range and assessment opportunities for each subject and have been planned to show continuity and progression.

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 Education Plans (IEPs) and Individual Progress Plans (IPPs). 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 skills identified in the Literacy and Numeracy Framework. 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 classroom assistants 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 education;
- 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.
- 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.
- 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; the Key Stage 2 Curriculum.

(Special Educational Needs Code of Practice for Wales - National Assembly for Wales 2002)

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 IEP/IEP(B). 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.

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

Individual Education Plans (IEPs) and (IEP(B)s) 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 annual school assessments in May as well as National Numeracy and Literacy tests. 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. All pupils in their final year of Key Stage 2 will also be assessed for their End of Key Stage Levels through teacher assessments. The general expectation is that the majority of 11 year olds will attain level 4 or above in core subjects. Children will receive a copy of their levels in English, Welsh Second-Language, Mathematics and Science with their final school report.

### **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. Those children who have specific numeracy difficulties are offered Dynamo Maths which identifies and supports pupils at risk of developmental dyscalculia and pupils who are performing significantly below their peers in maths. The programme pinpoints the small steps that are needed to help the children develop, learn and consolidate these skills in an engaging manner.

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 'Crew Cymraeg'. This consists of pupils from Year 5 and 6, who meet fortnightly with the Welsh coordinator to discuss weekly 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. Every half term our eCadets (children who have applied for the position and are trained) will deliver a lesson to their class reinforcing online safety.

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

Moving from Foundation Phase to Key Stage 2 is a big step for many children. During the Summer Term Year 2 pupils take part in the PALS project, spending some time in the Junior Department to familiarise themselves with the layout of the area, the staff and the new routines. Parents are given the opportunity to attend a transition meeting, where they can meet the Year 3 teachers, visit the classrooms and ask any questions regarding their child's transition to KS2. Year 2 and Year 3 staff liaise closely to share information which could further improve the transition of Year 2 pupils into Year 3; including assessment data, issues surrounding well-being, progress with Read, Write Inc and Reading, as well as Mathematical work covered and ability groupings.

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

In June/July all year 6 pupils are invited into their chosen high school for an induction day. They will meet their form tutor and sample a range of lessons. This allows staff and pupils to build crucial early relationships. Schools work together to identify how to improve pupils' transition experience and children take part in transition activities held at the high school in the summer term.

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.

The Assistant Head Teacher 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 and forwarding to the teacher in charge of Key Stage 3.

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