



# Penrhyn CiW School

## Teaching and Learning Policy

‘Together Stronger Learning with Confidence’

Updated		
Reviewed		
Signed:		
	Chair of the Governors	Head Teacher



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## **Penrhyn CiW School**

### **A Policy for Effective Learning and Teaching**

In Penrhyn CiW School our aim is to:

Provide an inclusive and equitable curriculum that is bespoke to our children. We will use eight guiding principles to do this.

- Provide a curriculum that is relevant and developmentally appropriate. That is responsive to learner's capacity and need and is evolving with the pupils. (Article 12 – the right to be listened to and taken seriously.)
- Take a holistic approach to learning. (Article 17 – I have the right to get information in lots of ways, so long as it's safe.)
- Ensure that learners learn that rights and gender-equity links to relationships, freedom, equity, dignity, well-being and safety. (Article 1 – Everyone under 18 has these rights.)
- Provide all students with authentic, engaging learning opportunities on strengths and accelerating learning for all with all stakeholder's involvement. (Article 3 – adults must do what is best for me.)
- All practitioners to ensure we offer equitable access and opportunity for all, creating a transformative approach to 'More-able and talented'. (Article 6 – I should be supported to live and grow.)
- Provide creative approaches that create ethical, safe and engaging spaces for learners to feel, think, question, embody and share their thoughts. (Article 17 – I have the right to get information in lots of ways, so long as it's safe.)
- We will be inclusive to ensure all learners see themselves and each other in what they learn. (Article 12 – the right to be listen to and take seriously.)
- We will provide a high quality education, providing access and opportunity to high expectations, critical thinking, flourishing talent, and a sense of belonging bound in strong relationships. Work with partnership with specialist services and expertise. (Article 29 – I have the right to an education which develops my personality, respect of other's rights and the environment.)

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## **Penrhyn CiW School**

### **A Policy for Effective Learning and Teaching**

#### **School Mission Statement**

Together Stronger Learning with Confidence.

#### **Pembrokeshire Mission Statement**

Every school a thriving learning organisation, led by responsive teachers and ambitious, capable learners.

#### **School Aims**

- To place pupil voice and participation at the heart of learning and school life.
- To involve families and the community in the work of the school.
- To provide an inclusive, caring and happy environment in which children feel safe, secure, valued and respected.
- For all children to strive to become assessment capable Visible Learners with a positive, healthy growth mind set where they take responsibility for their learning and steps to success.
- To inspire children to 'dream big dreams', encourage high aspirations and a good attitude.
- To develop a school with a strong Welsh ethos where pupils can learn about Welsh heritage and culture.
- To encourage and strive for 100% attendance.

#### **Improving teaching and learning**

Schools that successfully improve the quality of teaching and learning and continually invest in their staff. They:

- Encourage honest evaluation.
- Talk openly about their strengths and areas for improvement.
- Encourage teachers to take reasonable risks and experiment with different approaches, while always keeping the benefits for pupils at the heart of any change.
- Focus on monitoring the quality of teaching in relation to how well pupils do over time rather than making simplistic judgements about the quality of teaching by grading individual lessons.

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- Use research-based evidence to solve teaching problems.



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#### **Core Aims**

The four purposes of the developing curriculum underpin all learning experiences to grow:

- ❖ ambitious, capable learners, ready to learn throughout their lives;
- ❖ enterprising, creative contributors, ready to play a full part in life and work;
- ❖ ethical, informed citizens, ready to be citizens of Wales and the world;
- ❖ healthy confident individuals, ready to lead fulfilling lives as valued members of society

Cross-curricular skills, including literacy, numeracy and digital competence, are developed throughout a continuum of learning across six areas of learning and experience. Responsive and well-considered blends of 12 pedagogical principles create learning experiences that engage, stretch and challenge every learner.

Our responsibilities; we are all learners, we are all leaders:

#### **Learners will:**

- Attend school whenever possible, ready to learn
- Use their growth mindset and recognise the importance of sustained effort in meeting high, achievable expectations
- Take responsibility for, and actively engage in, own learning
- Learn co-operatively by developing positive social interaction skills
- Respond enthusiastically and purposefully to useful feedback and other learning opportunities
- Respect themselves and others, by making informed, healthy choices

#### **All staff will:**

- Safeguard all learners, including adults, by adhering to school policy and practices
- Work towards achieving the learning vision of the school as a learning organisation
- Focus on achieving the four broad purposes of the curriculum
- Create a positive learning environment within and beyond formal classroom settings, where differentiated challenge stretches all learners to take increasing responsibility for their own learning
- Communicate and collaborate effectively with colleagues in all roles to advance learning, including the review and refinement of relevant policies and practices
- Work with colleagues to assess the impact of teaching on learning to maximise learner progress
- Be reflective practitioners and lead their **own** professional learning

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#### **Teachers will:**

- Inspire high quality learning through responsive teaching, i.e. planning, teaching and assessment are informed by high quality evidence from first-hand experience and wider research
- Provide regular feedback that learners understand and enables them to move learning forward
- Provide parents and other partners with useful opportunities to engage in and support learning, including formal reports on progress and family and community engagement workshops
- purposefully within the five elements of our Professional Teacher Standards; Pedagogy (advancing learning, refining teaching and influencing learners), Leadership, Professional Learning, Innovation and Collaboration

#### **The Head teacher will:**

- Be the leading, responsive learner, with a clear understanding and expectation of high quality pedagogy
- Through strategic vision, inspire and develop the school as a professional learning organisation
- Understand the quality of the school's current provision and the relevance of local, regional and national educational priorities and opportunities
- Strategically invest in collective and individual professional learning to enable all staff to develop meaningfully to improve the quality of the school's provision and its impact on learner progress and life chances
- Enable the development of all staff through the implementation of the Professional Teacher and Leadership
- Standards
- Ensure and encourage purposeful learner, staff, parent and partner voice

#### **Leaders will:**

- Promote the learning culture and support the national learning agenda to develop a curriculum for Wales – a curriculum for life
- Lead reflective practice within the team and professional learning within the team, including an intelligent use of data to set priorities and raise standards
- Use a range of measures to evaluate the impact of teaching and school systems and processes on standards of learning and progress

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- Provide a worthwhile balance of support and challenge to team members, e.g. modelling and team work scrutiny
- Engage with all parties on curriculum and policy developments
- Actively develop individual and collective leadership skills focused upon improving learning in pursuit of the four broad purposes



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### **A Policy for Effective Learning and Teaching**

#### **Governors will:**

Provide critical friendship to the school through support and challenge

Contribute meaningfully to the self-evaluation and development of the school as a thriving learning organisation

Use first-hand information about the school to make informed, strategic decisions, including attending relevant training, INSET and staff meetings

#### **Parents will:**

Ensure children attend school whenever possible, ready to learn

Communicate regularly with the school when there are issues that affect their children's wellbeing and/or learning

Attend scheduled parent meetings and request others if there are concerns

Be engaged, active participants in their child's learning and use advice and guidance from the school about supporting learning

Provide the school with feedback when requested; such as through questionnaires, and give suggestions or offers of help whenever this could improve how the school helps children learn

#### **LA and Partners will:**

Provide support and challenge through the role of a Challenge Adviser who will broker additional support in-line with the school's priorities, including school-to-school support and signposting to good practice

Provide guidance and professional learning opportunities to learn from and with each other, and with practitioners regionally and nationally

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## **Penrhyn CiW School**

### **A Policy for Effective Learning and Teaching**

#### **What makes a good learning experience at Penrhyn CiW School?**

There are many elements of teaching and learning that come together to ensure a lesson is of a high standard.

To ensure a learning experience at Penrhyn CiW School is of a high standard it means that:

- Learning experiences are authentic and linked to real life.
- Learning experiences are engaging and stimulating.
- A range of strategies are used such as – mixed ability group work, independent work, teacher focus groups, and intervention groups
- Learning experiences ensure progression
- Learning experiences focus on skill development but are underpinned by the Four Purposes.
- Pupils are given opportunities to be assessment capable learners, who identify where they are, where they are coming from and where they need to go on their learning journey.
- Learning intentions are shared explicitly with the pupils.
- Pupils use or create success criteria to identify what has been done and what the next steps are.
- Teachers providing a stimulating hook to engage and promote learning. Pupils are engaged early on in the lesson
- There is a perfect ratio of teacher/pupil dialogue of 30/70. Pupils are not talked at, they interact, become involved and lead their own learning.
- Student expectations are high. They believe they can achieve something if they put the effort in and use a 'Growth Mindset' when faced with a challenge and lead my learning.
- Pupils are challenged by high expectations (Missions/Nando's challenges).
- Lessons are well paced with a high level of questioning from both the teacher and pupil. Pupils then challenge each other through questioning.
- Mini plenaries are used within a lesson to assess the progress made by the pupils either through self, peer or teacher assessment.
- Support staff are utilised to effectively in a lesson
- A lesson is differentiated to suit the needs of the pupil ensuring that outcomes are challenging yet achievable.
- A range of assessment for learning strategies are used throughout a lesson.
- Feedback is given to the pupils to ensure that they understand what has been done well and what has not been done well. Live marking with a lesson provides instant feedback for the pupil to respond to and addresses misconceptions instantly.

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- (Next Step) is given to the pupils to ensure they understand what their next steps in their learning are.
- Teachers are given feedback on their teaching by the pupils being given a voice on how they can improve.



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#### **What teaching methods and approaches do we use at Penrhyn CiW School?**

- A range of methods and approaches are used at Penrhyn CiW School to develop successful teaching learning:
- Pupils are provided with authentic and real life learning experiences.
- Teacher focus groups are often small, mixed ability groups. LSA focus groups and independent zones are also utilised.
- Outdoor environment is utilised to engage and stimulate learning. All pupils have the opportunities to attend outdoor/ offsite learning
- Pupil participation gives our pupils a voice on leading their own learning. Pupils plan what they want to learn about in an immersive, authentic learning environment.

#### **Effective learning is developed by:**

- Teaching staff conducting their own research and creating a culture of inquiry within their own classrooms, Enrichment on a Friday afternoon allows this.
- Teachers planning and working together closely.
- Effective Continuous Professional Development for staff. Ensuring that all staff are up to date with relevant and up to date research. Staff also measure the impact of any changes they implement so they know what is effective and what isn't. Staff make use of the enrichment Friday, which provides extra time for CPD on Friday Afternoons.
- Listening to learners and pupil voice. Pupils in Penrhyn CiW School have regular opportunities to give their opinions and thoughts through School Council meetings and leadership groups.
- Regularly scrutinising books and observing lessons using all members of staff ensure that learning in all areas of the school are to a consistent and effective level. Any areas of learning that need to be developed are identified and worked on.
- Teachers develop positive attitudes to learning in the classroom through growth mindset and lead my learning.

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How do we create a climate for learning at Penrhyn CiW School?

We as a school aim to raise the bar for all learners through improvement in the quality of teaching, the explicit teaching of skills and the promotion of inclusive strategies, deepening the understanding of where a child is and how to move their learning forward.

We create a climate for learning at Penrhyn CiW School by:

- Developing 21st century classrooms
- Developing an immersive learning environment. Implementing enrichment Friday.
- Creating a stimulating environment throughout the whole school.
- Making use of the outdoor environment, ensuring it is both interactive and stimulating and developing enquiry and investigation.
- Visits and inviting visitors to the school.
- Using engaging themes and topics
- Listening to learners and pupil voice for how we can develop learning and improve the learning environment.
- Developing positive relationships with parents and the community.
- Passionate and inspiring teachers having high expectations of all pupils. Expecting the best from pupils and modelling how that can be achieved and motivating the pupils to learn.

How do we monitor and evaluate teaching and learning at Penrhyn CiW School?

The monitoring and evaluation of teaching and learning takes place by:

- Book scrutiny and observation of teaching and learning,
- Sharing good practice
- Collaboration between schools
- Listening to learners
- Performance management of all staff
- Annual pupil reviews
- Analysis of test data through diagnostic tools.
- Effect sizes to measure impact of interventions.
- Self and peer assessment.
- Pupils responding to marking in their books.

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- Cold tasks and hot tasks – displaying progression from the start to the end of a topic.