



Learning & Teaching Policy

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Our Mission Statement at Roath Park is

'Living Together, Learning Together, Growing Together'



WHOLE SCHOOL

At Roath Park, we continue to ensure that the school community lead changes to planning and teaching to develop a holistic and enriching curriculum that is rich in expressive and creative opportunities as well as engaging and excelling not only in the core subjects, but also embedding these skills across the curriculum in authentic and meaningful learning experiences; across the Areas of Learning and Experiences.

At Roath Park Primary 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 learning and teaching experiences help children to lead happy and rewarding lives.

As a team we have identified '5 Principles of Excellence' which should feature in lessons;

1. High level of challenge
2. Development of skills
3. Visible progress in development
4. Purposeful and high-level questioning
5. Feedback for improvement and progression

We are working on developing in each of these areas to achieve the following:

Aims:

- To ensure all pupils of all abilities and backgrounds achieve their full potential
- To establish and maintain a caring and inclusive ethos, with the wellbeing of all a priority
- To support all our learners in becoming **ambitious**, capable learners who are ready to learn throughout their lives
- To enable our children to be **enterprising, creative contributors** who are ready to play a full role in their education, life and work
- To support all children to become **ethical, informed citizens** who are ready to become citizens of Wales and the world, and who have respect for each other
- To ensure children develop into **healthy, confident individuals** who are ready to lead fulfilling lives as valued members of our society
- To engage our school community in preparing learners for the next steps in their education

Actions:

- Listen to our children and provide opportunities for pupil participation in school life
- Provide a stimulating, caring and safe environment, both inside and out of school
- Provide a versatile curriculum, that is challenging, creative and highly stimulating
- Provide high quality, caring, well-trained staff
- Provide opportunities for pupils to work confidently, independently and collaboratively
- Provide opportunities through blended learning (face to face/onsite, online synchronous [if/when required] and asynchronous) to ensure we tapping into a range of learning styles and promoting autonomy by building on classwork
- Provide consistent and fair positive behaviour management strategies to ensure a calm working and learning environment
- Provide appropriate and good quality resources to aid teaching
- Provide strong, effective management and leadership
- Celebrate our learners' successes with our enthusiasm and smiles!

EARLY YEARS PROVISION

We have developed our Early Years (EY) / Progression Step1 (PS1) setting to help us ensure we are providing the best possible start to our pupils' educational journey. Our Early Years, Progression Step 1 & 2 philosophy is based around ensuring children are at the centre of high-quality learning experiences set indoors, outdoors and the local area.

Practitioners regularly reflect on learning and pedagogy and current research to ensure high quality learning opportunities for all children.

Aims:

- To ensure all learners have a range of high quality, first-hand experiential learning experiences
- To provide practical activities and develop higher order questioning
- Explore concepts and share ideas when problem solving
- To develop teaching opportunities using outdoor areas and locality
- Engage learners by providing them with personalised learning experiences
- Consistency across Nursery and Reception
- For all EY, PS1 and PS2 staff to be trained in using provocation as a starting point for learning
- Create opportunities for cross phase learning to ensure a smooth transition across Progression Steps 1, 2, and 3
- Accurate assessment and observational procedures used to track individual progress
- Children will be challenged to work to the best of their ability and make consistent progress

Actions:

- To provide active learning through high quality play
- EY teachers to plan together to ensure consistency in EY learning
- Use pupil ideas and interests to teach skills through a bespoke learning journey
- Provocation to be used consistently across Nursery and Reception to initiate learning opportunities
- EY to use classrooms and outdoor environment as a whole unit
- Teachers will plan and deliver high quality experiential learning tasks
- Summer term opportunities for teachers to work with pupils who are coming up into their year group
- Nursery and Reception staff complete a Baseline entry and exit assessment, followed by Taith360 and is completed in line with the progression timetable
- Careful analysis of value added through reflection of assessments and observations
- Assessment data to be used to show progression from baselines

Whole School- Roath Park Primary School Learning and Teaching Policy

1 Aims and objectives

- 1.1** 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.

2 Effective learning

- 2.1** We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. We consider these different forms of intelligence when planning learning and teaching styles. We also consider the learning styles of our pupils and ensure we provide learning experiences that use visual, auditory and kinaesthetic methods.

- 2.2** 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 a range of IT equipment including Chromebooks, Ipads & virtual reality kit;
- Fieldwork and visits to places of educational interest;
- Creative activities;
- Watching television and responding to musical or tape-recorded material;
- Debates, role-plays and oral presentations;
- Designing and making things;
- Participation in athletic or physical activity.

- 2.3** We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn

3 Effective teaching

We believe the best teachers

- Interact often with pupils very often
- Encourage pupils to think things out for themselves
- Give regular constructive feedback and regularly use formative assessment strategies to inform planning of learning experiences
- Organise strong classroom routine that fosters independence
- Question pupils at a high level
- Pace their lessons to keep learners engaged
- Use Bloom's Taxonomy as a framework to encourage higher order thinking

Excellent Teachers:

- Have high expectations of all pupils

- Have good, up to date subject knowledge
- Plan effectively and share clear objectives
- Have a range of methods and resources to interest, stimulate and challenge learners
- provide demanding work to the meet the needs of ALL pupils
- Provide good language models for pupils
- Establish good working relationships that foster learning
- Manage pupils' behaviour effectively
- Use learning support staff purposefully
- Raise pupil achievements using effective and accurate assessments
- Question effectively and listen well to all pupils
- Use stimulating and engaging classrooms to support learning

(Nick Jones, 'To sustain very strong performance and practice' September 2020)

- 3.1** When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.
- 3.2** We base our teaching on our knowledge of the children's progress. Our prime focus is to further develop the knowledge, skills and experiences 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 with 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 Roath Park Primary School is of the highest possible standard.
- 3.3** Regular and immediate feedback during lessons helps learners to make changes, adaptations and improvements to their work 'live' and in the moment, making feedback relevant and purposeful. Teachers and support staff provide verbal or annotated feedback for each learning activity.
- 3.4** Next Steps are set for the children and share these steps with children throughout the year as part of the learning and teaching provision. Next Steps are taken from formative and summative assessments; classwork, feedback, monitoring from all staff and members of the Governing Body, and data received from Welsh Government Personalised Assessments. The information teachers have for each child informs planning and next steps for learning.
- 3.5** We plan our lessons with clear learning objectives set out in our Steps To Success. We take these objectives from the Curriculum for Wales, and our bespoke Curriculum for Roath. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future. Children self-assess their work against the Steps to Success.
- 3.6** Year group teachers plan together to ensure consistency across classes in the year group. Our learners receive the same learning offer, with adaptations made to suit individual, group and class needs.

- 3.7** Each of our teachers make 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 on the school discipline policy. 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 doing so, 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 discipline policy.
- 3.8** 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.
- 3.9** 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 adult helpers also assist with the preparation and storage of classroom equipment.
- 3.10** Our classrooms are attractive learning environments. We change displays regularly, 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 classes have displays relating to literacy and numeracy. 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.
- 3.11** All our teachers reflect on their strengths and areas for development 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.
- 3.12** We conduct all our teaching in an atmosphere of trust and respect for all.

4 The role of governors

- 4.1** 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 resources effectively;
 - Ensure that the school buildings and premises are best used to support successful teaching and learning;
 - Monitor teaching strategies in the light of health and safety regulations;
 - Monitor how effective learning and teaching 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 learning and teaching policies through the school self-review processes. These include reports from subject leaders and the annual Headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

5 The role of parents

5.1 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 and numeracy.
- Sending information to parents in which we outline the topics that the children will be studying during that week in school, including blended learning opportunities.
- Sending annual 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 with very young children, and support for older children with their projects and investigative work.
- Holding parent interviews termly if required.

5.2 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 (school and PE uniform is available from the office or we have a pre-loved selection of uniform available free to families)
- 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.

6 Monitoring and review

6.1 We are aware of the need to review the school learning and teaching 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. We will review our policy during the Autumn term 2026

Updates:
October 2020
November 2022
May 2023

September 2024

September 2025