NEYLAND COMMUNITY SCHOOL

LEARNING AND TEACHING PRINCIPLES

Introduction

All curriculum policies at Neyland Community School make reference to the skills framework for 3-19 year olds, the revised National Curriculum for Wales 2008 and the Foundation Phase Framework for Children’s Learning for 3 – 7 year olds in Wales 2008. The implementation of the policies are the responsibility of all teaching staff.

Including all Learners

At Neyland Community School the teaching and learning of all curriculum areas:

- embraces the whole school policy for the equality of the individual whatever a person’s age, disability, gender, race, religion and belief and sexual orientation.
- promotes positive attitudes and equal opportunities and encourages all to participate and access the curriculum.
- develops a sense of personal and cultural identity that is receptive and respectful towards others to create global citizens
- plans to ensure relevant and accessible learning experiences for learners with disabilities
- extends the language development of non-English speaking learners
- teaches all areas of learning and programme of study in ways appropriate to ability (using a skills based approach) using a variety of learning and teaching styles, in the context of a meaningful, relevant and motivating curriculum

For example for those learners who may need the provision, material is selected from earlier skills levels to enable individual learners to progress and demonstrate achievement. Such material is presented in contexts suitable to the pupil’s age and experience.

For more able and talented learners material is presented in ways which encourage further enquiry, research, problem solving and creative thinking. Material from later skills levels may be used to enable such learners to make further progress.

Health and Safety

Health and safety issues are considered an important part of the whole school curriculum (see document) and are promoted at all times. Within all curriculum areas all staff follow the Pembrokeshire guidelines for both Health and Safety.

Learners are taught how to use resources comfortably, safely and responsibly, and to consider the hazards and risks in their activities.

Literacy and Numeracy Framework

The LNF is used across all areas of learning / subjects first and foremost as a curriculum planning tool that supports all teachers in embedding literacy and numeracy across the curriculum and developing the literacy and numeracy skills of their learners. At Neyland Community School the LNF has been placed at the heart of the curriculum planning. It is used in developing and applying literacy and numeracy skills across the curriculum.
The skills that children develop in English and Maths are used across the curriculum in all subjects areas.

From September 2013 Neyland Community School is using the LNF to set clear Year Group expectations for the teaching of literacy skills across the curriculum. All teachers will develop curriculum content throughout the Foundation Phase Areas of Learning and across all subject areas in Key Stage 2 to ensure that all learners have opportunities to develop and refine literacy and numeracy skills.

**Developing Skills Across the Curriculum – non-statutory guidance (Skills Framework for 3 – 19 year olds in Wales)**

1. **Developing Thinking** (through planning, developing and reflecting)

   **Foundation Phase learners:**
   
   - Learners are given the opportunity in English to think creatively and critically, to plan their work and carry out tasks
   - They are given the opportunity to analyse and evaluate their findings and to reflect on their learning, making links within and outside the setting/school.

   The processes of developing thinking, through planning, developing and reflecting, is not seen as a set style of learning and teaching. Each process does not have a specific place in a task. The three processes are interchangeable.

   **Key Stage 2 learners:**

   Learners develop their thinking across the curriculum through the processes of planning, developing and reflecting.
   
   - Learners explore, plan, develop and reflect on ideas through speech, reading and writing, responding to their own work and that of others.
   - They analyse, structure and organise their work; use language creatively.
   - Use unexpected outcomes and errors to develop their learning.
   - Use their knowledge about language to explain and predict.
   - Describe links and similarities in language.
   - They discuss their language learning and evaluate their success.

2. **Developing Communication** (through oracy, reading and wider communication)

   **Foundation Phase and Key Stage 1 learners:**

   - Language, Literacy and Communication Skills is one of 7 areas of learning and these skills are developed across all Areas of Learning.

   **Key Stage 2 learners:**

   - Communicate through speaking, listening, reading and writing.
   - These skills are developed to communicate effectively for a range of purposes and with a range of audiences.
3. **Developing ICT** (through finding, developing, creating and presenting information and ideas)

- Our skills based scheme of work from Outcome 6 to Level 5/6 plots the development of the ICT skills.
- Learners develop their ICT skills by communicating and sharing information and by using technology to research, develop and present their work.

4. **Developing number** (through using mathematical information, calculating and interpreting and presenting findings)

**Foundation Phase and Key Stage 1 learners:**

Mathematical Development is one of 7 areas of learning and learner’s skills are developed through ICT across all Areas of Learning.

**Key Stage 2 learners**

Learners develop skills in the application of number through activities which include:

- number rhymes, ordering events in time
- gathering information in a variety of ways, including questionnaires
- accessing, selecting, recording and presenting data in a variety of formats.

**Learning Across the Curriculum (Statutory)**

At Neyland Community School we promote learning across the curriculum through knowledge and understanding of Wales, personal and social development and well being, and awareness of the world of work.

**Curriculum Cymreig**

Welsh Language Development is one of the 7 areas of learning in the foundation phase and this is further developed in Key Stage 2.

The Foundation Phase also contributes to the Curriculum Cymreig through all areas of learning by developing learners understanding of the cultural, identity unique to Wales.

Learners from 7 years up are given the opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

**PSE**

Learners are supported in becoming confident, competent and independent thinkers and learners. All learners are given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship.
Planning

Teachers work together to plan for all areas of learning / subjects, ensuring there is balance and progression across the Foundation Phase and Key Stage 2. All teachers ensure there is progression, continuity, differentiation, breadth and balance. All plan detailed activities and reference learning objectives, LNF skills and key skills for the week’s lessons.

Assessment

Assessment for Learning

Assessment for Learning is the process of finding out where learners are within a learning continuum/level, where they need to go and how best to get there. Assessment for Learning is used as an integral part of teaching and learning. It enables teachers to identify pupils’ strengths and weaknesses and informs future planning. Children are actively involved in reviewing their progress and setting targets.

At Neyland Community School we promote AfL throughout all areas/subjects by;

- Developing thinking
- Active Learning Techniques
- Peer Assessment
- Use of a structured feedback and marking policy (see document)
- Use of AfL strategies such as;
  - Traffic Lights
  - Partner Talk
  - Group Work
  - Reflection Time

Assessment for learning and Assessment of Learning should improve learning outcomes for every learner and school effectiveness more generally.

Ongoing informal assessment

On-going informal teacher assessment is an integral part of good practice in Neyland School. Formative assessment is carried out informally by teachers in the course of their teaching through a variety of methods:

- Observations
- Marking
- Discussions

Formal summative assessment procedures are carried out at set points in each academic year.

The results are recorded for all pupils on the school computer system/pupils’ record. They are analysed by the subject co-ordinator and Senior Management Team and are used as a base line for identifying the needs of the children, setting targets and grouping the children. The information generated is used to identify where the school is and how it compares with other schools in the County and in Wales.
The school uses a number of other assessments, both ongoing and summative;

- The national reading and numeracy/reasoning tests are administered in the summer term for children in Year 2 to Year 6.
- On entry to part time nursery, the Aspects baseline is completed.
- On entry into reception, the PIPS baseline assessment is completed.
- VR and NVR tests are administered in the Spring and Summer terms for children in Reception to Year 6.
- GL reading tests are administered in January.
- Snapshot tests are administered in October and January.

**Resources**

Materials and resources to support teaching and learning within the school are many and varied. The Subject Co-ordinators are responsible for the reviewing and ordering of resources and materials to develop the skills of all children including those with ALN.

Each classroom has an interactive white board and there are numerous programmes available to support teaching and learning. The IT Suite is available to support teaching and learning along with I-pads and class based laptops.

Where appropriate, outside speakers visit school to address the children. This is usually connected to the theme. Parents visit school on times to support small groups of children with a variety of tasks; for example, cooking, sewing, reading, art and craft and Science activities.

Each classroom is provided with adequate furniture and the hall is used on a full time basis; for example, for Physical Education, Movement, Drama, Dance, Music, Singing and Collective Worship.

**Transition**

At the end of Foundation Phase and Key Stage 2, or at any other appropriate point in time all available evidence can be used to assign each pupil an appropriate FP outcome / NC level based on ‘best fit’ qualities.

**Reporting to Parents**

At the end of each year written reports are sent to parents documenting their child’s progress in all areas of learning / curriculum subjects.

We hold parental consultation meetings following the reports where class-work is discussed.

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