





Gwaunfarren Primary School

Teaching and Learning Policy

Autumn 2025

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Chair of Governors	Mrs M. Thomas	
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Our approach to the introduction of the new Curriculum for Wales has been planned for with the inclusion of all our stakeholders. Together, as a team, we aim to create a curriculum that is bespoke to Gwaunfarren Primary School and reflects the context of our pupils.

We believe in the concept of lifelong learning and the idea that both adults and pupils learn new things every day. Learning should be based on an atmosphere of mutual tolerance and respect, in which all learners feel valued as individuals and are actively involved in the learning process. Learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip learners with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that appropriate experiences help learners to realise their worth and lead meaningful lives. The curriculum includes not only the formal requirements of the New Curriculum for Wales, but also the range of extra-curricular activities that the school organises to enrich the experience of the pupils. It also includes the 'hidden curriculum', or what the pupils learn from the way they are treated and expected to behave.

Across all Areas of Learning and Experience (AoLE), the application of numeracy, literacy and digital competency is robustly planned for. Teachers are expected to plan and deliver learning objectives pitched appropriately to the learners needs and paying attention to Pupil Voice. Lessons have success criteria (which also include numeracy, literacy and/or digital competency) to ensure the learners are aware of the particular skills they are looking to develop within that lesson. In addition to literacy, numeracy and digital competence, teachers plan for incidental Welsh and opportunities to address Black History, relationships and sexuality education in line with the new Curriculum for Wales. Children also learn about other cultures.

Our School Aims at Gwaunfarren Primary School we aim to:

- Create a happy school environment that fully engages and stimulates all pupils.
- Create a curriculum that is broad and balanced and relevant to the changing demands of our local community and broader society.
- Deliver a "Four Purpose" driven curriculum.
- Develop each individual to their potential through offering a wide range of high-quality skills and knowledge-based experiences.
- Encourage a love of learning and high levels of confidence through a growth mindset approach.
- Seek and respond to Pupil Voice in all aspects of school life.
- Ensure our curriculum includes a variety of teaching and learning styles considering gender, race, language, disability, and socio-cultural backgrounds.
- Promote equality of opportunity and respect for everyone, irrespective of belief, race, sexual identity, age and gender.
- Develop effective thinking, independent learning, and the ability to solve problems creatively.
- Use every opportunity to develop the skills of Numeracy, Literacy and Digital Competency enabling each child to experience achievement at all levels.
- Enable pupils to be given progressive responsibility for organising their learning and management of time.
- Develop an appreciation of the heritage and history of Wales, including Black achievement, through authentic contexts, as well as learning the Welsh language.
- Enhance self-worth and the ability to value each person's own worth through a caring, secure environment. This will develop sensibility to others, self-discipline, high self-esteem, and acceptable behaviour.

- Develop imagination and creativity by offering a wide range of authentic learning experiences.
- Develop the natural curiosity that children exhibit about themselves and their world and use their curiosity to foster positive attitudes to learning.

Equalities

Every child, regardless of race, creed, gender, or disability will have access to the curriculum at a level appropriate to their individual needs, in order that every child may experience success and satisfaction through their participation in learning. Please see out Equality of Opportunity policy for further information.

A Purposeful, Authentic and Relevant Curriculum

- A new curriculum has been developed for settings and schools in Wales. The new Curriculum for Wales has been approved and will be used throughout Wales by 2022. The principles underpinning every Area of Learning and Experience (AoLE) in Gwaunfarren Primary School ensures that the curriculum is:
- Authentic: offering our pupils real-life learning experiences taking into account Welsh values and culture
- Evidence-based: drawing on the best of existing pedagogy within Wales and around the world
- Inquiry-based: Allowing children to discover and form their own opinions through research and experimentation
- Responsive: relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and dispositions needed for their futures
- Inclusive: easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views
- Ambitious: embodying high expectations and setting no limits on achievement and challenge for each individual child and young person
- Empowering: developing resilience and competences which will allow young people to engage confidently with challenges
- Progressive: enabling continuity and flow of skills and knowledge which combine and build progressively
- Engaging: encouraging enjoyment from learning and satisfaction in mastering challenging subject matter
- Rights-based: underpinned by the principles of the United Nations Convention on the Rights of the Child.

We believe that to get the best out of all our learners (and that includes staff) we have to offer rich and exciting experiences. We are committed to developing a curriculum which engages, enthuses, and inspires our pupils and staff. We have a strong emphasis on the acquisition and application of skills and knowledge through experiential and active learning. We encourage pupils to influence our curriculum through offering their 'wonderings' about different topics. Younger pupils regularly have the opportunity to plan their own enhanced provision and how they present and respond to a task. Pupils' interest and enthusiasm is sparked through high quality immersion days, trips and visitors.

Effective Teaching

When teaching, we focus on motivating the children and building on their skills, knowledge and experiences of the curriculum. We use the cross-curricular responsibilities of the LNF and DCF, and plan according to the Curriculum for Wales statements of what matters. These

are then translated into the school's progression document which outlines skill progression from Nursery through to Year 6.

We base our teaching on our knowledge of the children's current level of development, which is tracked through various school systems. Our prime focus is to further build on and develop the knowledge and skills of the children, through a broad range of experiences. With younger Pupils, experiential learning is high priority – focussed tasks along with continuous and enhanced provision and stimulating resources ensure active engagement.

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 set for Pupils (either via a Targeted Support plan, IDP or individual in-class targets). We have high expectations of all children and believe that their learning here at School is of the highest possible standard.

We set on-going targets for pupils throughout the year. We share these targets with children and regularly review these as part of the assessment for learning process. The progress of each child in relation to their targets is monitored constantly and revised targets are set. This progress is discussed through regular Pupil Progress Meetings held with class teachers, where an opportunity is created to discuss concerns, allocate support or interventions and celebrate success.

We plan our lessons with clear learning objectives. These objectives focus on developing the skills outlined within the Curriculum for Wales, and promote skills outlined in the LNF and DCF. Our short-term plans contain information about the focus of the lesson, the tasks to be set, the resources needed and the links to the Curriculum. We also highlight key opportunities for promoting Pupil awareness of the 4 core purposes of learning where applicable.

We evaluate lessons, focussing on Pupil skill progression, so that we can modify and improve our teaching in the future. Tasks are differentiated effectively. Staff make good use of a wide range of assessment bases, both formative and summative, in order to support with this.

We aim to take every opportunity for children to use and develop key skills in meaningful and authentic contexts, having an active input into the teaching and learning taking place in the classroom. The LNF is used to promote cross curricular skills in numeracy and literacy, and the DCF allows us to promote pupils Digital Competency throughout the school. Citizenship is also highly valued at our Schools. We have an active Wellbeing Squad (Pupil Voice) that regularly meet. Our school believes in a whole school community ethos – home family, school family, community family and wider world. It is only by working together with all stakeholders that we can achieve a rich and inspiring education and this is something we aim to achieve within our schools.

Each of our teachers makes a special effort to establish good working relationships with all children in the class. All our teachers follow the school policy of establishing high levels of behaviour and discipline with regard to classroom management. As a school we have Class Charters designed to keep us all both safe and happy, and to ensure that Pupils right to an education are upheld. Our approaches are based on key nurturing principles which are on display throughout our school.

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. Risk Assessments are always completed for off site visits.

We deploy Teaching Assistants and other adult helpers as effectively as possible, ensuring they are appropriately planned for. Sometimes they work with individual children and sometimes they work with small groups.

Our classrooms are attractive learning environments. The classroom reflects the topics studied by the children and displays may be informative, enquiring or a celebration of pupils' learning. We ensure that all children have the opportunity to display their best learning and efforts at some time during the year. All classrooms have a range of age-appropriate resources and reading material, as well as displays relating to literacy and numeracy. We believe that a stimulating environment, which is resource rich, sets the climate for learning, and an exciting, organised classroom promotes independent use of resources and high-quality learning by the children.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly, through Performance Management sessions. We do all we can to support our staff 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 – with staff always modelling these qualities to pupils.

Learning at Gwaunfarren embraces a pupil-centred approach, in line with the pedagogical principles, and we regularly make use of school-school working in order to share best practice in teaching and learning approaches.

Resources

We have invested in resources to support teaching and learning, ensuring all pupils have access to:

- Individual white boards for mental warm ups, jottings, shared writing etc.
- Class interactive screens and dry wipe boards for the teaching of the whole class or groups
- Wireless internet connection in all classes
- Class based IT resources
- Chromebooks for every Junior aged Pupil
- Suitable classroom furniture – age appropriate – for group learning
- Quality resources and provisions to support indoor learning
- Indoor resources to facilitate the enhanced learning environments
- Outdoor equipment to facilitate outdoor learning

Learning Environment

Our classrooms and learning areas support and enrich the learning of all children. As well as being rich and welcoming, the environment can be a learning tool and used in a way to engage children; promoting and building the class and school climate for learning. Our environment creates a sense of ownership and is used to support and promote learning, as well as celebrating children's learning achievements.

The term 'Learning Environment' in this policy includes:

- The visual displayed environment
- The class or learning area organisation and management (e.g. book & equipment storage, teacher & children's resources, ICT resources etc. – the whole environment, what is frequently referred to as 'tidiness'.)
- The auditory environment – the level & type of sound generated is a critical factor in learning.

- The light level and ventilation, especially natural light – clean, well lit & uncluttered window areas.
- Both indoor and outdoor environments

All learning environments will provide the following at an appropriate level for the age of the children working in the classroom. The following will also be used within lessons to support teaching and learning.

1. Learning objectives, success criteria and key questions are displayed and referred to in lessons (using as appropriate; children's books/ the classroom displays/interactive screens).
2. Prompts, ideas and good examples that are generated during lessons are displayed and referred to, to support future learning (see working walls).
3. Where necessary, curriculum displays include questions to highlight key learning points and key words and technical vocabulary are displayed and discussed for a variety of curriculum areas.
4. Good examples of work are displayed, annotated, and referred to during lessons by teachers and children.
5. Access to quality resources to support learning, which can be utilised independently by Pupils depending on their own need at the time of learning.

Strategy for implementation

Expectations for every classroom:

- Evidence of appropriate working walls
- Display which outlines pupil input into planning, and building an interactive topic related display as a result
- Class Charter – established at the start of the year and frequently referred back to & reinforced.
- A celebrated, valued and attractive book area, with appropriate books for age (where space allows).
- Where appropriate in infant classes, a role play area related to the topic theme this should also be clearly evident (or role play 'boxes' depending on space).
- Children's books are kept neatly in labelled containers or draws, that are easily accessible.
- If a teacher's desk is present, it will be kept neat and tidy reflecting our expectations of learners organisation
- Sink areas are kept well-ordered and clean.
- Constant and visible access to ICT – Chromebook, tablets, computers etc.
- All rooms will be left in a tidy manner at the end of the day. The children are proactively managed, so that they take a full part in caring for their learning environment (which includes cloakrooms & shared learning areas).

The learning environment – 'Working Walls'

Within the classroom and shared areas there needs to be children's writing from a range of genres. This must be evident and consistent across the whole school. Working walls should be used to support this skill development.

A working wall is a resource/tool that can be used by teachers to further the skills of children within the classroom. The working wall will be in line with the focus currently being developed within class.

Within the classroom, particularly for literacy and numeracy, we operate a 'working wall approach' where teachers' modelling, and prompts are displayed as part of ongoing learning in each classroom. Working walls are short term, dynamic and well planned.

Vocabulary relevant to the focus of the learning is evident in all planned areas of learning. There is an interactive element in displays using this approach, where children have the chance to interact with the display either during the main teaching input or as part of their lesson or informally to extend their learning beyond the lesson. Interactive aspects of the display should enable children to use a range of learning styles e.g. adding photographs or writing on speech bubbles.

Work on the working wall is not necessarily mounted, as it is expected to develop rapidly and change frequently.

Teachers and pupils may write captions and posters by hand as part of the lesson, which are then put on the wall for reference.

The learning environment – Display as Celebration

Celebration of work is displayed in corridors and other shared areas. It is expected that the central topic the class is studying (or has recently been studying) will be clear and is evident within classroom. This involves display of pupils' work in wider curriculum areas.

The current class theme should also be evident in interactive displays, artefacts and books on display in the classroom.

Paintings and photographs should be mounted, as well as written work. Captions to explain the learning process, pose questions or provide contextual information should be part of the celebration display too. Captions and titles should also be mounted. The use of artefacts, drapes etc. enhances the display. Using boxes, stands and other devices to make parts of the display three-dimensional enhances the display.

Each class is expected to maintain the display boards that are in corridors within the vicinity of their classroom. The entrance hall represents the schools ethos and values.

The Outside Environment

We aim to provide enriched environments for pupils to learn in;

Where children are able to relax and feel secure, confident and at ease. We believe that the outdoor environment;

- Promotes a sense of confidence and well-being
- Provides opportunities for developing harmonious relationships with others through negotiation, taking turns and cooperation.
- Supports those children who learn best through activity or movement;
- Provides safe and supervised opportunities for children to experience new challenges,

- assess risk and develop the skills to manage difficult situations;
- Supports children’s developing creativity and problem-solving skills;
- Provides rich opportunities for imagination, inventiveness and resourcefulness;
- Gives children contact with the natural world and offers them unique experiences, such as direct contact with the weather and seasons.

Provision for MAT pupils

At Gwaunfarren Primary School we recognise that we have, in our care, more able and talented children. We feel that individual children should be encouraged to develop their attributes, skills and potential within a learning environment that embraces equality of opportunity and provision. Whilst children’s abilities and talents will emerge via a wide range of subjects and fields, it is also important that such children are able to develop as a ‘whole child’. We believe that individuals can thrive in an environment where they are able to showcase their talents and build on their skills and experiences, in order to reach their full potential.

Definition of More able and talented (MAT)

At Gwaunfarren Primary School, we recognise that MAT can be subdivided into 2 key groups:-

- **More able** – These children would demonstrate a higher ability than average for the class and would often require differentiated tasks and opportunities to learn through challenges in order to extend their learning;
- **Talented-** These children demonstrate an innate talent or skill in a range of areas such as in creative or sporting fields, sometimes called a ‘natural talent’.

Identification Strategies

There are a number of characteristics that can help to identify more able and talented pupils within our schools. Identification is not about labelling children, nor is it based one on single aspect, but it is about ensuring effective and suitable provision is in place for an individual. Identifying MAT children can be a difficult process, especially when involving talents and skills that are not usually developed within the school setting (i.e. professional sports, martial arts, musical talents etc.). There are a number of strategies that we will employ within the school environment; to help us better identify and support those children considered to be more able and talented.

These strategies include;

- Identification which is informed by observations and staff discussions about individuals;
- Outcomes from teacher judgement, observations and discussions;
- Taking into account information provided to us by parents/carers;
- Applying further standardised assessments (e.g. National Tests) to further assess particular groups of MAT children (where appropriate).

Teachers will provide appropriate differentiated work to challenge and engage the pupil. They will ensure that there is pace and rigour and that the pupils next steps are identified.

For children identified as being more able, there are a number of different provisions that can be applied.

These provisions can include (but are not exclusive to);

- Setting/grouping for literacy and numeracy activities;
- Varying groups to suit tasks;

- Extension opportunities;
- Child initiated learning opportunities;
- Differentiated teacher questioning;
- Targeted use of classroom assistants;
- Working in small withdrawn groups
- Use of ICT software to provide opportunities for individual research and extension or as an alternative method of recording work;
- Awareness of learning styles;
- Special roles of responsibility;
- Visits by experts or external visitors;
- External consultation;
- Use of more able and talented children as tutors

External Achievements (incl. Sporting, Music etc.)

We encourage and recognise achievements made in or out of school. Although these are not always skills we can develop in school, Teachers will be aware of a child's talents outside of school and provide opportunities in class or school (where appropriate) for these to be demonstrated and celebrated.

If a child's talent requires them to spend time travelling to events or takes a lot of time outside of school and they find completing homework difficult:

- Additional time extensions may be given,
- Time in school can be given for completion
- Homework will not be set for the individual or it may be adapted to become more manageable.

Applications to the council for a license are also required for children who take part in professional activities (TV/theatre, modelling or paid sporting activities) during school time. We are unable to release children for these activities without the relevant license.

Reading Books

All pupils, regardless of ability or stage, are provided with reading materials and books that will support their on-going development of reading. These may include picture books, early phonic texts, reading scheme books and free choice books from our Library. At the start Reception, Pupils are provided with a reading home pack.

This pack contains various resources to support Parents/Carers when starting with their child's reading at home. As part of these resource packs a reading record book is included so that communication can be established between school and home.

Reading records used within the school provide guidance on how to support pupils reading at home, as well as a list of key vocabulary, relevant to stage of development.

Reading books are sent home weekly. It is expected that parents will listen to their child read regularly and write a comment in the reading record to let us know how they are doing at home.

Online Platforms

As well as our regular homework-based activities, we are also keen to ensure that Pupils are able to take part in blended learning opportunities. Our school invests in a range of online platforms to promote pupils' literacy and numeracy skills and all learners are able to access these various online platforms at home, as they would in school, should they want any extra practice with their numeracy and literacy skills.

Feedback and Marking

Effective marking and feedback is integral to good teaching and is a core part of the practicing teaching standards. It is an essential part of the learning process. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective feedback and marking aims to:

- Inform the pupil what they have done well and what they need to do in order to improve
- Supports pupil confidence and self-esteem in learning, and contributes to accelerated learning
- Supports teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning
- Develop consistent processes across the school to teach pupils to respond to feedback, self and peer assess and evaluate their own learning.

Planning

We believe that Planning is an integral part of the teaching and learning process. Planning is aided by previous and ongoing assessments of the children. Assessments allow teachers to plan work for classes, groups and individual children enabling their next steps of learning to be catered for.

Curriculum Planning (Long Term Planning)

In order to secure progressive coverage of the Curriculum within the school, staff follow an agreed whole school Curriculum document which outlines where specific skills are to be delivered at specific points within the school.

These progression documents allow staff to quickly identify the skills and tasks required to be carried out in their year group/class, therefore reducing staff workload. The school does utilise schemes of work to support teaching and learning, but also encourage staff to go with pupils' interests and current affairs topics in order to truly engage pupils with their learning. Although some schemes of work are available, and can be useful, teaching and learning should not become too restrictive nor prevent staff creativity and innovation. Pupil-centred skill development is our key focus, rather than a focus on specific tasks or content being pursued. Schemes of Work are there to support the teaching and learning process, rather than hindering it.

Medium Term Planning (Pupil Explore Planners)

Within our schools we operate a pupil-centred approach which focusses learning on Pupil interests and thoughts about the theme being explored. This approach aims to provide pupils with engaging, cross curricular learning that is established through real-life contexts to learning.

Each term, as part of Pupils engaging with learning, Staff utilise a range of stimulus linked to their class theme. These stimuli promote ideas from Pupils and act as a prompt for Pupils to come up with their own questions and ideas regarding what they would like to learn about. The Class teacher then facilitates learning, using Pupils ideas as well as their own understanding of where pupils need to develop in order to provide a holistic approach to pupil-led learning.

Short Term Planning

Weekly and daily planning is completed as necessary by the individual teacher, and must take into account the previous learning and achievements of the children, the range of needs

and abilities within the class and the different learning styles of the children. With a continued focus on high quality teaching being developed within the school, and in order to reduce staff workload, all planning within the school is carried out using school planning templates.

Monitoring and Coverage

As part of the School's MER, Planning monitoring takes place at regular intervals during the year to ensure that all planning meets the needs of learners and follows the school's policy for planning. As well as the quality of planning, quality of coverage is also monitored to ensure that a breadth of skills are being covered, and that there is full coverage of all skills, particularly when planning for literacy and numeracy. This allows the SMT and curriculum teams to ensure that the school is meeting its statutory duty to cover the curriculum, and provide pupils with a rich learning experience.

Assessment

At our school, we use a range of assessment strategies which enables each learner to make progress at an appropriate pace. We ensure that our learners are appropriately supported and challenged as a result of this. Where it is applicable, we will use data to inform, but not lead our discussions and evaluation of progress and will use all information available to ensure we have an accurate picture of a learner when planning next steps. We work alongside our learners so that they are able to articulate how well they are doing, understand what their next steps are and what is required to support them in achieving these.

Curriculum Delivery

At the Gwaunfarren Primary School we aim to ensure that our pupils are provided with the skills and knowledge required to develop as lifelong learners. We understand the importance that our staff and Governing body have in securing high standards for our pupils, and this is established through developing and implementing a curriculum that engages and inspires pupils within their learning.

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the Curriculum for Wales, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

As mentioned above, the school has developed and implemented our Gwaunfarren Guarantee which provides a clear outline regarding teaching and learning at the school, and our Curriculum Summary document provides further information regarding how our curriculum has been constructed and created, along with procedures for review.

Time Allocation

Within the school we aim to provide a balanced curriculum and do not specify specific time allocations for individual AoLE areas. Rather we work in a cross-curricular way ensuring that pupils experience a rich curriculum. However, when considering coverage of the curriculum, staff are encouraged to:-

- Ensure adequate time is provided for each area
- Identify opportunities for developing skills across the curriculum
- Include activities which will enhance learning
- Ensure an inclusive curriculum

- Allow sufficient time for pupils to develop skills and knowledge in areas which are not linked to specific subjects e.g. Enterprise Week, Eisteddfod, Anti-Bullying Week, E-safety week
- Recognise the importance of RSE and RVE in the curriculum.

Skills across The Curriculum

All teachers encourage children to use their skills in all subject areas. We provide pupils with opportunities and experiences throughout their time in school that will promote knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales, their personal and social development and well-being and their awareness of the world of work.

Opportunities are provided for pupils to use their Literacy, Numeracy and ICT skills, to work with others, to improve their learning, to solve problems and to consolidate their learning across the curriculum.

Pupils are given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Relationships and Sexuality

Education As part of our Curriculum commitment, we have developed a whole school approach to RSE. Please see the 'RSE Policy' for further information on this curriculum area.

Curriculum for Nursery (Non-Statutory Education)

The curriculum that we teach in the Nursery follows the skills and experiences outlined in the 'Developing Pathways' document, identifying that many of our Pupils enter Nursery at a point in their understanding that needs support, in order to begin accessing the progression steps. Our curriculum planning focuses on developing children's early skills and experiences.

Our school fully supports the principle that young children learn through play, and by engaging in wellplanned structured activities. Teaching in the Nursery builds on the experiences of the children in their pre-school learning. We aim to do all we can to build positive partnerships with the variety of pre-school providers in the area. A key part in assisting this is our baseline assessment.

During the children's first term in the Nursery class, staff make a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. We are well aware that all children need the support of parents and teachers to make good progress in school.

The Welsh Dimension and Bilingualism

Promoting the Welsh dimension to learning is a common requirement within the Curriculum for Wales. Its requirements will help pupils to understand what is distinctive about life in Wales, to celebrate diversity and to acquire a real sense of belonging. This is what we class as 'Cynefin'

At Gwaunfarren, we aim to;

- To ensure that 'Y Cwricwlwm Cymreig' is clearly identified in Curriculum planning, where appropriate, providing a Welsh dimension/context for the development of knowledge, understanding and skills.
- To ensure the work is directly related to pupils' experiences and interests and is seen as relevant and important. • To foster a sense of belonging or 'Cynefin' based on the values of the community in which pupils live and the circumstances and influences which have shaped these values.

- To appreciate the contribution both past and present that people from Wales have made to the development of their own and other nations' culture.
- To celebrate the cultural and linguistic traditions of Wales whilst respecting the values of other cultures and celebrating cultural diversity within our school community.
- To use the Welsh language as a means of communication.
- To understand the roles that industry plays in shaping Welsh life.
- To gain an understanding of the Christian tradition and its influence on Welsh life.
- To ensure progression of experiences within and across key stages.
- To understand the plurality and diversity of Wales in the twenty-first century.
- To celebrate diversity and to acquire a real sense of belonging.

Roles and Responsibilities

The Role of the Head teacher and Governors

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 the resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor how effective teaching and learning 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 teaching and learning policies through the school self-evaluation process.

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 "Meet the Teacher" sessions at the start of the school year in order to share with parents routines and organisations;
- Outline the themes that children will be studying at regular intervals on the school website and through sending home 'Parent Skills Questionnaires';
- Keep parents up to date of their child's progress through Parents Evenings;
- Book look evenings to show the work of pupils;
- Sending 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 home learning, through in school 'Learn with Me' sessions.

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 (all labelled).
- 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;

Monitoring and review

We are aware of the need to review the school teaching and learning 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.