



Founded in pupils' rights and the school's aims and values

Gelliswick Mission Statement	Children's rights
<p>At Gelliswick we are privileged to be part of a learning community that:</p> <ul style="list-style-type: none"> <li>values everyone,</li> <li>Provides hope,</li> <li>and contributes together,</li> </ul> <p>to make every child's future better than they thought possible.</p>	<p>Article 28 (right to education) Every child has the right to an education.</p> <p>Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full.</p>
Gelliswick aims and values	
<p><b>We aim that all children and young people will be:</b></p> <ul style="list-style-type: none"> <li>Ambitious, capable learners who are ready to learn throughout their lives.</li> <li>Enterprising, creative contributors who are ready to play a full part in life and work.</li> <li>Ethical, informed citizens who are ready to be citizens of Wales and the world.</li> <li>Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.</li> <li>Safe, will know their rights and will be listened to.</li> </ul> <p><b>That our school, working with the community, provides:</b></p> <ul style="list-style-type: none"> <li>A safe, nurturing and inclusive environment that promotes Christian values and positive wellbeing.</li> <li>Authentic, exciting and inspiring learning experiences through which children acquire the values, skills and knowledge to be healthy, responsible and successful.</li> <li>A dynamic culture of enquiry, collaboration, innovation and exploration for all members of the school community.</li> <li>An expectation that we strive to do the best that we can, and to achieve more than we thought possible.</li> </ul>	

#### Review Schedule

Agreed as policy			
Name		Signature	Date
Governing Body	Yvonne Southwell (CoG)		19.11.2024
Head teacher	Leanne Prevel		19.11.2024
Review of Policy			
Date for review		People responsible	
Nov 2026		Standards and Curriculum sub-committee Head Teacher and T&L Lead	

## Teaching and Learning Policy

*“A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.”*

*Curriculum for Wales*

The Curriculum for Wales expects a school curriculum to:

- be driven by purpose, understanding why learning matters is fundamental to developing meaningful curricula
- focus on progression, defined by learners' personal development
- select a range of purpose driven content to enable progression, within a national framework of expectations
- select specific content that learners engage with as a vehicle to support their engagement with the purpose of learning and to support them to progress
- plan for a broad range of assessment approaches that indicate progression rather than define progression in narrow ways

The Curriculum for Wales at Gelliswick School aims to develop ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals. Our curriculum is structured around six Areas of Learning and Experience (AoLEs): Expressive Arts, Health and Well-being, Humanities, Languages, Literacy and Communication, Mathematics and Numeracy, and Science and Technology.

We emphasise integral skills such as creativity and innovation, critical thinking and problem-solving, personal effectiveness and planning and organisation, which are embedded across all AoLEs. Opportunities to consider local, national and international contexts and developing learners' understanding of relationships and sexuality education, human rights education and diversity, and careers and work-related experiences are planned by teachers to support learners to make connections between these important themes and other learning.

Additionally, specific skills frameworks guide the progression of literacy, numeracy, and digital competence, helping us plan and assess learning effectively.

Our pedagogy focuses on active, inclusive, and learner-centred approaches to enable effective learning. We use a variety of teaching strategies to engage pupils, including authentic contexts for learning, hands-on activities, collaborative projects, and formative assessments. At Gelliswick School, we focus on developing not just knowledge, but also the skills and competencies necessary for lifelong learning and active participation in society (understanding, transference of learning to new contexts and learner effectiveness).

**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, and developing critical thinking skills and decision-making
- Work towards achieving the learning vision of the school as a learning organisation
- Focus on achieving the four broad purposes of the curriculum
- Create enabling learning environment within and beyond formal classroom settings, where differentiated challenge stretches all learners to take increasing responsibility for their own learning
- Act as enabling adults to maximise learners' intrinsic and extrinsic motivations through creating opportunities for them to be creative, curious, solve problems, fail, succeed, win, lose and become more effective.
- 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

#### **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
- Ensure all learners have opportunities to achieve and progress within learning, addressing the impact of disadvantage through making lessons more equitable e.g. mixed attainment groupings, not assuming prior understanding or experiences of learners
- Support the development of learner effectiveness through the development of metacognitive strategies
- Carefully select pedagogical approaches that effectively enable learning, making best use of focused/guided teaching groups to increase the pace of learning
- 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
- Plan a curriculum in their teams that enables progression through the schools curriculum map.
- Work purposefully within the five elements of our Professional Teacher Standards; **Pedagogy** (advancing learning, refining teaching and influencing learners), **Leadership**, **Professional Learning**, **Innovation** and **Collaboration**
- Support each other in planning teams, so that there are opportunities for professional discussion and sharing best practice.

#### **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
- 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

**The headteacher 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

**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

## Annex 1 to Teaching and Learning Policy



### What does effective practice look like in Teaching and Learning?

Following work with our whole staff team (Sept 2024), we have agreed the following:

*That effective lessons include:*

1. **Planning:** Rigorous, targeted and effective planning to move forward learning.
2. **Opportunities for progression:** Ensuring continuous development of skills, knowledge, transference of learning, understanding and learner effectiveness.
3. **Assessment for Learning (AFL):** Ongoing assessment to inform teaching and learning so as to be responsive to pupils' needs (from the very beginning of and throughout the lesson and linking to previous learning)
4. **Engagement:** Which engages children's intrinsic and extrinsic motivations through the use of a 'hook'.
5. **Pace:** Maintaining a suitable speed to keep pupils attentive and involved.
6. **Differentiation:** Tailoring instruction to meet diverse learning needs and ensuring that all learners can achieve within the lesson.
7. **Independence:** Giving pupils opportunities to take ownership of their learning.
8. **Authentic Context:** Providing real-life applications for learning.
9. **Making Connections:** Opportunities to link and integrate learning across the curriculum (particularly linking new knowledge to what they already know i.e. their own experiences).
10. **Equity:** Consideration of and action to address where disadvantaged learners may have gaps in knowledge/learning (i.e. introducing new vocabulary, pre-teaching, over-learning)
11. **Skilled Questioning:** Using effective questioning techniques to deepen understanding.
12. **In-the-Moment Feedback:** Offering immediate feedback and guidance that promotes greater progression.
13. **Welsh Language:** Incidental use of Welsh by both adults and children.
14. **Challenge:** Providing tasks that are appropriately challenging.
15. **Opportunities for communication and decision-making:** Encouraging pupil interaction, decision making, group work and collaboration.
16. **Clear Intentions and Success Criteria:** Setting clear goals and criteria for success.
17. **Opportunities to develop literacy, numeracy and digital competence skills**
18. **Positive praise and encouragement:** Using positive reinforcement.
19. **High standards:** Setting and maintaining high standards.

*That a classroom with an effective learning culture includes:*

1. **Valuing Mistakes:** Mistakes are seen as opportunities for growth. Promoting a mindset that embraces learning and development.
2. **Resilience:** Encouraging perseverance and resilience
3. **No missed moments:** Every moment is a chance to learn.
4. **Pupil Voice:** Pupils have a say in their learning environment.

5. **Respect and belonging:** Mutual respect for each other and property. Creating a community where everyone feels they belong. Providing a safe and trusting environment and encouraging ownership of the classroom and responsibilities.
6. **Challenge and Independence:** Encouraging pupils to take on challenges and be independent.
7. **Daily Use of Welsh:** Incorporating Welsh language daily.
8. **Cynefin:** Embracing local context and culture.
9. **Celebrating Differences:** Recognising and celebrating diversity.
10. **Building Confidence:** Fostering self-esteem and confidence.
11. **Sharing and Support:** Opportunities to share, take turns, and support each other.
12. **Equity:** Ensuring everyone has a voice and equal chances to succeed.
13. **Relationships:** Developing strong, supportive relationships.
14. **High Expectations:** Setting and maintaining high standards.
15. **Positive Praise:** Using encouragement and praise to motivate and where effort is celebrated over attainment.
16. **Routine and Consistency:** Establishing clear routines and consistent expectations.
17. **Modelling:** Teachers model positive behaviour and how to handle mistakes.
18. **Access to Resources:** Providing appropriate tools and aids for learning.
19. **Learner voice:** Where the balance of teacher: pupil talk is 30%:70%. Encouraging discussions and not always providing answers.
20. **Building on prior knowledge, skills and understanding:** Values pupils prior learning and does not assume to instruct without giving the children the chance to first see if they can do, solve or explain.
21. **Learner effectiveness:** Ensuring pupils are as independent as possible – see below

***That the following list describes an effective environment to support learning:***

1. **Clear Areas of Learning:** Clearly defined and labelled areas where resources are easily accessible. Organized and tidy, with clear expectations for storage.
2. **Inviting Atmosphere:** A welcoming and comfortable space. A calm and comfortable environment that is balanced and not overwhelming (this may include a designated 'calm down' area). Both indoor and outdoor engaging spaces.
3. **Curiosity:** Creating an environment that sparks curiosity and enables learners to discover things for themselves.
4. **Regular Enhancements:** Continuously updating and improving the space.
5. **Independent Learning Challenges:** Opportunities for pupils to challenge themselves independently.
6. **Outdoor Learning:** Purposeful opportunities to learn outside.
7. **Visuals:** Visual prompts to support learner independence, regulation (i.e. a visual timetable) and encourage thinking. This includes multi-lingual labelling and dual coding (Using both words and visuals to support learning).
8. **Working Walls:** Displays and washing lines that are relevant and support on-going learning.
9. **Continuous Provisions:** Ongoing access to learning materials and resources that support the development on non-negotiable skills.
10. **Enhanced provisions:** Adding additional resources to areas of learning, maybe based around a topic or an interest, to encourage engagement, in order to revisit and refine skills.
11. **Reading Area:** A dedicated space for reading.
12. **Celebrating Work:** Displaying and celebrating pupils' work.

***That the following list describes what an effective teacher does to support learning:***

1. **Encourages and Praises:** Shows enthusiasm, gives praise, and encourages pupils. Maintains a positive attitude and supports pupils. Builds strong relationships with pupils.
2. **Listens and Shows Patience:** Actively listens and is patient with pupils.
3. **Leads by Example:** Models good behaviour and practices. Demonstrates that making mistakes is part of learning. Demonstrates how to overcome challenges.

4. **Provides Clear Communication:** Gives clear and understandable directions and uses language and communication strategies appropriate to the needs of the child.
5. **Welcoming and Friendly:** Is approachable, nurturing, and maintains boundaries.
6. **Sets High Expectations and establishes clear routines:** Maintains high standards for learning and behaviour. Creates and maintains consistent routines.
7. **Uses Effective Questioning:** Asks good, open-ended questions to stimulate thinking, deepen learning and check for learning.
8. **Activates Prior Learning:** Connects new learning to previous knowledge.
9. **Encourages Pupil Voice:** Values and incorporates pupils' opinions. Ensures pupils have opportunities to express themselves. Ensures teacher talk is only for 30% or less of the time.
10. **Joins in and Has Fun:** Participates in activities and makes learning enjoyable.
11. **Links with Families:** Builds strong connections with pupils' families.
12. **Constantly Assesses:** Regularly evaluates pupil progress.
13. **Gives Thinking Time:** Allows pupils time to think and process information.
14. **Knows Next Steps:** Understands and plans the next steps in learning.
15. **Understands how children learn:** Recognises and adapts to individual learning needs of children.
16. **Promotes Independence and facilitates learning:** Encourages pupils to take charge of their learning. Creates opportunities for pupils to learn independently.
17. **Provides Effective Feedback:** Gives constructive feedback to guide improvement.
18. **Ensures pace and engagement:** Keeps pupils actively involved in learning.
19. **Plans for Diverse Needs:** Adapts teaching to meet the needs of all learners.
20. **Reflects and Evaluates:** Continuously reflects on and improves teaching practices.
21. **Identifies and Addresses Misconceptions:** Corrects misunderstandings promptly.
22. **Uses Time Effectively:** Maximises learning time throughout the day.
23. **Promotes Self-Regulation:** Helps pupils manage their own learning.
24. **Provides Challenges:** Offers tasks that challenge pupils appropriately.
25. **Understands Progression:** Knows the steps needed for pupil progress.

*That the following list describes what the knowledge and habits of an effective learner:*

### ***Being an Effective Learner*** ***– from knowledge & beliefs to habits***

#### **I know that...**

1. we can all get better at learning anything through deliberate practice and effort
2. there are a range of useful ways to organise our thinking, improve our memory and develop our skills
3. regularly testing our memory strengthens our memory
4. we learn best when we step into our challenge zone
5. we can all think creatively to solve problems and develop new ideas and products
6. making mistakes when we struggle with something new is an important part of learning
7. how we feel affects how we learn
8. we can learn to manage our thoughts and feelings through the mind, the body and the breath
9. learning to listen to and speak with others is important to us all
10. we can all be role models and influence others in their learning
11. when we help others to learn and grow, we are also helping ourselves to learn and grow
12. as effective learners, we can all make our world an even better place

#### **I consistently...**

1. review how well my current strategies and levels of effort are helping me make progress
2. take responsibility for setting and working towards my own learning goals
3. plan and organise my learning, using different strategies in different situations, adapting my approach when necessary
4. choose the right level of challenge in order to move my learning forward, building on my strengths
5. create new ideas and test them out, reviewing and evaluating their success and areas to improve
6. persist in problem-solving when stuck, but seek and act purposefully on support from others when needed
7. monitor how my feelings are affecting my learning
8. manage my wellbeing and any unhelpful stress
9. communicate well with others, choosing my words carefully for effect
10. build rapport & trust with others
11. give, and act purposefully upon, specific and constructive feedback & praise
12. work effectively in teams in a range of roles, leading myself and others with empathy and compassion

## Annex 2 to Teaching and Learning Policy



### What do key terms mean in Teaching and Learning?

**Glossary of terms (as written by and agreed by teachers) – This list will be updated, as requested by the staff team.**

Word	Definition – what does this mean and look like in practice
<b>Pace</b>	<p>How quickly the LEARNING starts - (difference to the lesson commencing). The speed at which learners engage in the learning experiences.</p> <p>The rate at which the learning progresses during the lesson. The learning should happen at 'just the right speed' for the learners, so they are able to progress and develop their understanding/skills. The understanding is deepened, depending on the AFL of the class. The learners are DOING (deepening their understanding). Motivation and challenge is maintained throughout the lesson duration.</p> <p>Pace is poor if a 'speedy' or 'activity filled' lesson is not needed for the learners, if you are not progressing or developing their understanding further.</p> <p>Time given to tasks is appropriate for the need of the learners. Their time is focused to meet the criteria of the task.</p>
<b>Independent learning</b>	<p>Learners having ownership, control and accountability over their own learning. They activate prior knowledge and skills and apply them to complete a task. Children learn by their own actions and direct, regulate, and assess their own learning. (Having a facilitating adult to support where needed.)</p>
<b>Differentiation</b>	<p>Learning experiences where the approach or method of learning is adjusted to meet the needs of the individual learner or group of learners. It is not extending the activity with more of the same. It involves teaching in a way that meets the needs of different learners through tailoring lesson content, process and learning environment. It should involve an element of choice from the children, underpinned by regular assessment and guidance from the teaching staff. Always considering the dignity of the children working at different levels to their age.</p>
<b>Problem solving</b>	<p>Problem solving is the act of defining a problem, determining the cause of the problem, identifying, prioritising, and selecting alternatives and implementing a solution.</p>
<b>Co-operative learning</b>	<p>Co-operative learning is a pedagogical approach allowing small groups of learners to work together collaboratively. Social skill provided when working in collaborative groups. Children to feel a sense of identity and belonging within their group through establishing their team identity (E.g. Table Tents, Names, Banners, Handshakes)</p> <p>5 Elements:</p> <ul style="list-style-type: none"><li>• Positive Interdependence – Every member is responsible for their own and groups efforts.</li><li>• Face to face interaction – Groups sit close to each other to encourage good communication.</li><li>• Social Skills – Groups work together to develop social, collaborative and interpersonal skills.</li><li>• Group Processing – Reflect/assess groups ability to work together effectively.</li><li>• Individual Accountability – Each learner is responsible for engaging in their role. Each group is accountable for individual and group success.</li></ul> <p>Mixed attainment groups</p>



	Cooperative learning is working together to achieve shared goals. Within cooperative learning, individuals seek outcomes beneficial to themselves and all other group members. Cooperative learning is the instructional use of small groups so that pupils work together to maximise their own and each other's learning.
<b>Equity</b>	Acknowledging that not all learners have the same learning needs or prior experiences. Ensuring that every learner gets what they need to be successful. Not the same as equality. Equality is generic, group focused and equal. Equity is adaptable, individual focused and fair. Equity in the classroom means that teachers do not assume that children understand vocabulary used or will have prior knowledge of references made to experiences.
<b>Outdoor learning</b>	Outdoor learning refers to any learning experiences taking place outside of the classroom. This could be in nature, on school grounds, or in urban settings - there are really no limits to where you can find great learning opportunities outside of the classroom! The approach supports learning, increases physical exercise, social relationships and mental health and is therefore embraced by many teachers, who benefit similarly to their pupil What it is not? It is difficult to clarify as there are many different ways to benefit. However, if there is an opportunity to connect with nature this should be prioritised.
<b>Learning ideas/ WAGOLL</b>	Learning ideas – Potential stimuli that can be used to demonstrate success. (Are learning ideas demonstrative of outcome or the strategies needed to achieve the outcome). WAGOLL – ‘What a good one looks like’ – A model that learners can follow alongside the success criteria. A way of visually communicating the aim of the lesson. Warning – this must not become a ‘COPY ME’ resource. All staff should be aware that we are looking for learning not finishing.
<b>Working walls</b>	An interactive display that teachers and pupils use to help support and motivate children with their learning. A third teacher in the room, the children know they can use it for support if they are not sure or need to deepen their learning. This might be on a display board or washing line.
<b>Continuous provision</b>	Resources and learning areas that are available to pupils all the time. These need to be age/skill appropriate.
<b>Enhanced provision</b>	Adding additional resources to areas of learning, maybe based around a topic or an interest, to encourage engagement, in order to revisit and refine skills.
<b>Assessment</b>	Summative: quantifiable data that you can track and access to inform planning. Formative: continuous analysis of where the learners are at in their understanding of the learning objective. Formative Action: How you respond to what you have gleaned from assessing
<b>Live marking</b>	A method of providing effective feedback on pupils' work while they are still in the process of completing it
<b>Feedback</b>	Information which is used as a basis for improvement. Should aim to improve pupils' learning. Redirects or refocuses the learner's actions to achieve a goal/intention.
<b>Effective questioning</b>	An essential teaching skill to check pupil's understanding and to broaden and deepen the topic/thinking under discussion. Avoid close questions with just yes/no answers. Open questions focusing on the how and why rather than the what.