



Teaching and Learning Policy

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Date: December 2025

Next Review: Autumn 2026

Policy history:

Date of the update	Summary of changes	Page number	Author
December 2025	Fond and spacing changed	All document	MS
	School vision changed	2	MS
	Curriculum maps retitled Curriculum progression maps	3	MS
	'Topic webs' changed to 'Topic maps' 'Policies' added 'Her/his' replaced by 'their'	5	MS
	Promotes Welsh language and culture added	6	MS
	Header changed: Key messages from ALN Code of practice 'new' removed from 'new system (Tyfu)	9	MS

	'Tweets' removed Newsletters removed	10	MS
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Learning today to shape tomorrow Dysgu Heddiw Er Mwyn Llunio Yfory

School Vision:

we nurture confident, caring and capable learner in an environment where learning is fun, engaging and meaningful, and where every child is supported to reach their full potential.

C – Curious Learners.

We encourage curiosity, creativity and full-filled learning that inspires children to explore and discover.

E – Everyone Valued.

We celebrate diversity and ensure everyone feels safe, respected and included.

F – Fun and Flourishing Futures.

We believe learning should be enjoyable and equip our pupils with the skills, resilience and enthusiasm they need for the future.

N – Nurturing Environment.

We create a happy, supportive and stimulating school where children feel confident to be themselves.

L – Lifelong Learning.

We develop positive attitudes to learning, helping children enjoy learning for life.

L - Local and Global Citizens.

We foster pride in our community while encouraging understanding of the wider world.

Y – Your Voice Matters

We empower pupils to share ideas, make choices and take responsibility.

S – Strong Values

We promote kindness, respect, honesty and perseverance in everything we do.

Ysgol Cefnlllys is a happy, thriving school that places children at the heart of everything we do.

We aim:

- To create a school community of caring, sharing and learning with relationships between parents, children, school staff, other agencies and stakeholders based

on mutual trust and respect.

- To develop the children's "thinking skills" and their capacity to "learn how to learn".
- To develop the children's capacity for the use of a wide range of skills across the curriculum and in their general school life, with focus on Literacy and Numeracy.
- To provide the children with opportunities to develop comprehensive Information Communication Technology skills within a range of contexts.
- To provide opportunities to investigate ideas and develop skills and concepts.
- To give children the opportunity to participate in a range of physical activities.
- To help children to perceive their own situation in a broader social context through their religious, moral, historical and geographical studies.
- To enable pupils to reach their full potential and develop as rounded, respectful and caring individuals in readiness for the next stage in their education.

School Learning Structure

At Ysgol Cefnlllys, classes are grouped according to age and mixed ability.

All classes have a named teacher and also access to a teaching assistant for most or part of the week. The learning spaces are well maintained and used creatively to meet the needs of learners. Around the school, small groups of pupils are enabled to work independently outside their registration classes in mixed ability groups. In each of the school's learning areas, pupils are encouraged to stay on task independently using verbal and written success criteria written on mini or fixed whiteboards.

Planning for Learning from Reception to Year Six

Our curriculum progression maps plot the long-term content covered in each Area of Learning and Experience (AoLE). Each term, teachers use the curriculum progression maps as a starting point to plan new and exciting learning activities making pupil voice a priority in the planning and thereby having control of their learning. All teachers are free to teach in ways they feel will have the best outcomes for their learners.

Long term schemes ensure continuity and progression from year to year and are organised by the AoLE (Areas of Learning) leaders into areas saved on Hwb. Schemes are 'broken down' into medium-term topic webs for each class and term. These provide opportunities for cross curricular links, educational visits/visitors and opportunities for depth/mastery.

Weekly plans identify opportunities for AfL (assessment for learning), differentiation and cross curricular links. Where classes are shared, every opportunity is taken for staff to plan together, for Pedagogical Principles.

At Ysgol Cefnlllys, teachers use a range of approaches, including those described in the **pedagogical principles**.

Create authentic contexts for learning	Encourage learners to take responsibility for their own learning	Support social and emotional development & positive relationships	Encourage collaboration
Sustained pupil effort to reach high but achievable targets	Employing a broad repertoire of teaching approaches	Promote problem solving, creative & critical thinking	Build on previous knowledge & experience to engage interest
Focus on the 4 Purposes	Use assessment for learning to accelerate progress	Make connections within & across Areas of Learning & Experience	Reinforce Cross Curricular Responsibilities, Literacy, Numeracy, Digital Competence

The Ysgol Cefnlllys Teacher

Our school's staff are our most influential teaching and learning resource.

All teachers at Ysgol Cefnlllys

- Ensure activities centre around the four purposes of the curriculum in Wales.
- Value every pupil irrespective of race, gender, age or ability.
- Empathise with pupils' needs and concerns, promoting the moral, spiritual and social welfare of the child.
- Are approachable, patient and demonstrates warmth and affection.
- Take time to listen and respond to the pupils.
- Plan for lessons in advance and deliver high quality, well organised lessons which can be adapted if necessary and pupil led.
- Assist in the development of schemes of work which will ensure continuity and progression and show a thorough understanding of pedagogy, good curriculum knowledge and expertise.
- Communicate learning objectives to pupils and establish success criteria to aid self/peer assessment and independence.
- Help each pupil in their class to establish clear personal targets and objectives.
- Use a range of teaching approaches described in the pedagogical principles to motivate and engage learners.
- Effectively use and share action research to evaluate teaching and learning, inform their practise.
- Provide opportunities for experimentation and enquiry based multi-sensory approaches to learning.
- Deploy higher order questioning techniques as appropriate, in order to develop and raise the level of pupils' thinking and providing suitable challenge for all pupils.

- Are competent in the use of ICT/DCF (Digital Competency Framework).
- Give clear instructions, descriptions and explanations using translators, Makaton, BSL signing and bilingual pictorial signs as appropriate.
- Include all pupils in planning of topic maps.
- Link activities with previous learning/experiences.
- Value the input of outside agencies.
- Rigorously follow whole school, pupil and classroom policies.
- Are polite and professional in all discussions during meetings, phone conversations etc...
- Are punctual for lessons, play duties and all other professional engagements.
- Have high expectations of pupils' behaviour and standard of work.
- Monitor their language used for accuracy and appropriateness when managing pupils' behaviour.
- Use positive encouragement and utilises the school's house point system in order to motivate pupils and give learning an extra sense of purpose.
- Encourage pupils to be responsible for their own actions, facilitating self-management and empowerment.
- Promote the school's values and display the class and school charter on their classroom walls.
- Promote the language and culture of Wales, and respect and tolerance of other cultures.
- Regularly assesses pupils to inform future planning and use the school's policies and procedures for the monitoring and assessment of pupil's work.
- Use 'around the room' marking effectively and informatively during lesson times and always keep up to date when responding to pupils' work.
- Are responsible for their own continuing professional development and reflective on their practice.
- Adhere to the Professional Teaching Standards.

The Learning Environment at Ysgol Cefnlllys

The learning environment at Ysgol Cefnlllys reinforces our commitment to high standards of organisation. We believe the learning environment plays an important role in supporting the well-being of our learners. It promotes order, self-discipline and encourages pride in the classroom and the school. Within their own areas, individual teachers are responsible for the learning environment.

Each learning area:

- Is accessible, well-kept, has a good level of cleanliness and is safe.
- Uses the layout of furniture effectively to give the pupils as much space to work as possible - promoting learning and encouraging and developing independent enquiry (furniture layouts are not necessarily static and allow for flexibility between individual work, paired work, group work and whole class teaching).

- Has a positive, calm and welcoming atmosphere.
- Has current and accessible equipment and materials on display/effectively stored.
- Is organised to enable pupils' engagement in work as soon as they enter.
- Has attractive wall displays that reflect current work and the curriculum (at the beginning of a new academic year, the previous years' work may be displayed so that pupils have an idea of expectations and are not entering a bare classroom).
- Always has relevant reading and/or reference material available to pupils.
- Prominently displays the class and school charter/vision and Ways of Being
- Has up to date, charged ICT equipment that pupils use independently and effectively.
- Promotes Welsh language and culture.
- Has generic displays that encourage learning, for example, the Welsh wall, the WAGOLL wall (What a good one looks like), Bump it up wall and the planning wall, check-in area.
- Promotes key skills, the Welsh language and is multilingual.

Lessons

What you will see in a Ysgol Cefnlllys lesson:

Introduction

- A quick introduction of a learning objective (no more than 5 mins). This may be direct teaching of new learning.
- Discussion of success criteria and the expectation for the end of the session.
- Teacher and Teaching Assistant modelling.

Main theme

- Interactive strategies.
- Children reflecting on previous learning and marking.
- Approximately 30 minutes of focused activity where pupils work independently.
- Teacher marks around the room to check progress and address misconceptions before they go too far.
- Mini plenaries (Pit Stops) used within independent learning time to make connections/address misconceptions and refine/rehearse.
- AfL (Assessment for Learning) strategies used throughout.

Plenary

- An address of success criteria and learning within groups (approx. 5 mins).
- Teacher evaluation next step - Where do we go from here?

Lesson Observations Checklist

We regularly discuss and review a lesson checklist to support and help us to judge standards of teaching in lessons. This assists the senior leader in making judgements and helps teachers to monitor their own standards.

- ❖ Individual planning for each lesson.
- ❖ Clear objectives (WALT (We are learning today), LNF (literacy/Numeracy Framework), DCF (Digital Competency Framework) links clearly identified in lesson plan and often displayed etc).
- ❖ Focus and content of lesson centres on the meaningful development of one of the four key purposes.
- ❖ Links to real-life contexts are made.
- ❖ Lesson ensures skills progress from starting point to end.
- ❖ Success criteria shared with pupils. MAT (More Able and Talented)/ Upper KS2 pupils create/ develop their own success criteria.
- ❖ Purposeful resources, pre-prepared and ready to use.
- ❖ Pupils build on & access prior knowledge, learning and skills.
- ❖ Lesson is next in a sequence of high-quality learning experiences – not just a random idea.
- ❖ Lesson ideas are linked to homework tasks where appropriate (refer orally within the lesson).
- ❖ Teacher shows excellent subject knowledge.
- ❖ Teacher adapts to the changing needs of the pupils as lesson progresses.
- ❖ Support staff manages and deployed effectively- active role throughout.
- ❖ Short, lively & inspirational introduction.
- ❖ Clear explanations provided.
- ❖ Pupils actively engage in lesson quickly (approx. two-minute intro. No more than 5 mins).
- ❖ All learners are given attention and are supported.
- ❖ Wide range of teaching strategies and methods used to keep enthusiasm and interest high.
- ❖ Sensible pace to lesson and allocated activities within it.
- ❖ Sequential development of pupils' knowledge, skills and understanding.
- ❖ Activities challenge and inspire all learners (MAT (More Able and Talented) and ALN (Additional Learning Need)).
- ❖ Pupils work independently and together in groups/pairs.
- ❖ Pupils take control of their own learning.
- ❖ Fully differentiated activities for all groups of learners (try to avoid differentiation by outcome).
- ❖ Perceptive, thoughtful and effective questioning.
- ❖ Pupils offer extended responses orally and in writing.
- ❖ Thinking time is built into the lesson - 'Pitstop Plenaries' utilised for regular reflection of skills use and development throughout the lesson.
- ❖ Misconceptions are identified and discussed purposefully before quickly moving on.

- ❖ AFL strategies used to evaluate own learning and that of others (self & peer assessment).
- ❖ Pupils' work develops their use of Literacy, Numeracy, ICT & Thinking skills. Bilingualism (Welsh) is fully embedded in class talking.
- ❖ Pupil behaviour is managed effectively and it is good in nearly all cases.
- ❖ Good working relationships are built up – mutual respect.
- ❖ Pupils enjoy the lesson.
- ❖ Lesson is organised effectively.
- ❖ Lesson has clear end and future learning is discussed/ mentioned - plenaries used to assess learning.
- ❖ TAs provide strategies to extend pupils' learning (not just supporting tasks being completed).
- ❖ Pupils produce a range of extended writing opportunities.
- ❖ Pupils discuss work using a rich vocabulary.
- ❖ Pupils can link work in lesson to success criteria and can explain WALTs /LO (Learning Objective) & links to real-life context.

Assessment At Ysgol Cefnlllys

Assessment is both summative (about the measurement of performance at a given point in time) and formative (the ongoing process of assessment for learning ((AFL)).

Summative assessments are made against National Curriculum and reading, spelling and maths ages. This ascertains whether children are working at age related expectation and/or are achieving personal targets. Each term, teachers measure where pupils are currently working in relation to National Curriculum and these are recorded in the assessment databases.

Formative assessment is a constant process - teachers mark 'around the room' during lessons and often record their verbal and written feedback in pupils work using set marking codes. In addition, teachers often use voice notes to provide verbal feedback to younger learners. QR codes are used to record verbal activities, for example oracy presentations.

Self and peer assessment are used in every lesson and pupils often respond to comments regularly showing improvements to their work.

Individual pupil's progress over time is recorded in the pupil overviews/Learning Journey.

Progress is accurately measured and recorded based on teacher assessments of national test results, Schonell reading and spelling test results, attendance, wellbeing (Boxall), Multilingual acquisition, ALN progress (if applicable) and other influencers. Staff track all pupil performance effectively and quickly identify those pupils at risk of academic underachievement, those in need of accelerated learning or those requiring

emotional support. Where this is the case, individual and/or group intervention strategies are quickly and expertly arranged (Boxall).

The school is beginning to use the progression steps in the descriptions of learning for each AoLE to plan and assess learning.

The expectations for each year group are broadly as follows:

Year Group	Progression Step
Rec	PS1/2
Yr 1	PS2
Yr 2	PS2
Yr 3	PS2/3
Yr 4	PS2/3
Yr 5	PS2/3
Yr 6	PS3/4

Meeting the Needs of all Learners

Ysgol Cefnlllys supports all pupils with additional learning needs (ALN) effectively.

Utilising the new TYFU process learners are identified and tracked effectively. Pupils receive highly differentiated support according to their level of need. The school's procedures for supporting pupils with ALN are outlined in the ALN Policy.

Powys Tyfu:

The system ensure:

- needs are identified early, addressed quickly and all learners are supported to reach their potential.
- that the learner is at the centre of everything we do and that they and their parents and carers are equal partners in their learning. (Person Centred Approach)

Key Messages from ALN code of practice

- All children and young people with an identified additional learning need (ALN) that requires additional learning provision (ALP) will have an Individual Development Plan (IDP). The IDP will replace all other individual plans. IDPs for children under compulsory school age, who require them, i.e. in the early years will be maintained by local authorities.
- Most Individual Development Plans will be maintained by the school but may also be maintained by the Local Authority for those learners with the most complex needs.
- There may be some pupils that are considered to have ALN under the current system but will not be considered to have ALN under the new system as their needs can be met with universal learning provision (ULP). This does not mean

that they will not get the support they need. This will not adversely affect the way schools are funded in Powys.

- The Act expects that all partners such as Education, Health and Social Care will work in collaboration to support children and young people with ALN.
- There will be increased opportunities for children, young people, parents, and carers to contribute to the creation and maintenance of Individual Development Plans through Person Centred Planning.

Reporting to Parents

At Ysgol Cefnlllys, parents are kept fully informed about pupils' progress. This takes place in the following ways:

- Individual parents' consultations in the Autumn and Spring terms with optional Summer term consultation.
- Open afternoons and Sharing Assembly
- Termly Learning Journeys which are class/group focussed in the Early Years and then become Individual as we move through Progress steps.
- Extended Learning Journey and Teacher Report produced at end of Summer Term. This end of year report provides report on Literacy and Communication, Maths & Numeracy, Digital Competency and General Comments with targets for next step, attendance and pupil comments (What I think about my progress). In 2024 we will be reporting on all AOLEs.
- Written reports for each pupil containing national numeracy and reading test results are regularly updated and available.
- Reading and spelling test results on request.
- Reception visits and visits for pupils moving to the school mid-year as necessary.
- Conversations and meetings with staff are always available to parents (on request).
- Parents are always kept up to date about whole school issues via communication through texts and emails using the school's website, Teacher 2 Parent platform, and also Facebook public and private class pages.

Monitoring

Monitoring of planning and standards of teaching and learning is led by the Headteacher and conducted by the Senior Management Team and AoLE Leaders.

Review

The Teaching and Learning Policy is reviewed annually by the Headteacher and the Senior Leadership Team.

The date of next review Autumn 2026.

Conclusion

This policy should be read in conjunction with the National Curriculum orders 2008, the CfW 2022, the ALN Code of Practice, the school's ALN Policy, Planning Assessment and recording Policy.