Hawthorn Primary School

Teaching & Learning Policy

(inc Area of Learning and Experiences (AoLE)

'Where Every Child Matters'

Introduction

Our approach to the introduction of the new Curriculum for Wales has been planned for with the inclusion of all our stakeholders. As a whole school community, we aim to create a curriculum that is bespoke to Hawthorn PS and reflects the context of our pupils. (See Hawthorn PS Curriculum Statement)

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 in order 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 contemporary issues such as Black History, relationships and sexuality education in line with the new Curriculum for Wales. Children also learn about other cultures and languages through our Modern Foreign Language work and International links.

There is a whole school to well-being enabling pupils to understand their own and others' emotions. This is in line with the Health and Well Being AoLE, and is integrated throughout the school day, and throughout the curriculum itself.

Our School Aims

At Hawthorn 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 taking into account 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.

A Purposeful, Authentic and Relevant Curriculum

The principles underpinning every Area of Learning and Experience (AoLE) in Hawthorn 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.

Organisation of the Curriculum

Following our introduction of the Curriculum, we organise our learners into Progression Steps rather than Key Stages. These progression steps are in place at age 5, 8 and 11. However, the principles of the Foundation Phase remain and help to provide a curriculum in Hawthorn Primary School that is more unilateral.

Year Group	Progression Step
Reception	PS1/PS2
Year 1	PS2
Year 2	PS2
Year 3	PS2/PS3
Year 4	PS3
Year 5	PS3
Year 6	PS3/PS4

Foundation Phase principles

Our curriculum, based on Foundation Phase principles**,** places great emphasis on children learning by doing. We believe children should be given more opportunities to gain first hand experiences through play and active involvement rather than by completing exercises in books. We want them to understand how things work and to find different ways to solve problems. The Foundation Phase curriculum is broad, balanced, relevant and differentiated to meet the developmental needs of all children.

1. Developing skills across the curriculum

We believe children should be given as many opportunities and experiences to develop the following skills through group and individual tasks in a variety of contexts across the areas of learning:

- **Thinking** – by using the processes of planning, developing and reflecting.
- **Communication** – through the skills of oracy, reading, writing and wider communication.
- **ICT** – by creating, presenting, finding and developing information and ideas.
- **Number** – by using mathematical information, calculating and interpreting and presenting results.

We therefore use a cross-curricular approach to all AoLEs and help children to see the links in their learning.

2. Play/Learning through experience

We believe that children learn best through a hands-on play based approach. Through play children are able to access the curriculum in their preferred learning style. Active, well planned play helps children to think, make sense of the world, interact with others, to be reactive, to investigate and explore different materials, to experiment and predict.

3. Outdoor Learning

The development and use of the outdoors as a learning environment is very important for the development of all children. Opportunities provided outdoors will reflect a balance of child initiated and adult directed activities. We feel that:

- children's health and fitness will benefit from exercise outside and using outdoor equipment.
- children will have first hand experience of nature.
- problem solving will relate to experiences.
- children will have first hand experience of conservation and sustainability.
- children will develop a love of nature and take part in outdoor activities.
- children will have the opportunity to achieve the same learning objectives through planned outdoor activities.
- children will be able to experience messy play and large scale activities that they may not otherwise experience.

The curriculum is the whole learning experience offered by our school. It is not only the lessons and activities, but also the attitudes and values we promote. This is achieved through integrating the **Four Purposes** into all our planning. These are explicit to the learners and the parents.

How children learn is as important as ***what*** they learn. Our teachers teach through a range of approaches, not restricted, but including those outlined in the **12 Pedagogical Principles**

Welsh/International Dimension

Cwriculwm Cymreig will be developed across all areas of learning through an integrated approach by developing children's understanding of the cultural identity unique to Wales.

- Children will experience trips to the local area including the beach, shop, library and walks.
- Role plays will reflect the local area e.g. castles, beach, cafes etc.
- Children will sing songs and listen to stories from and about Wales.
- Children will experience festivals unique to Wales including St David's day.
- Children will have the opportunity to cook and taste traditional food from Wales and the world.
- Visitors from the local community will be encouraged e.g. lollipop man, librarian, community police officer and parents, including parents from other cultures and races to highlight the ethnic diversity within our school and Wales.
- Children will learn about where Wales is as part of the World and about Welsh artists, scientists and influential people. They will learn about the specific history of Wales, including Black History. This will be taught through all AoLEs.
- Links will be fostered with other countries and schools so that children begin to see themselves as Global citizens.

The Four Purposes

Ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge;
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts;

- are questioning and enjoy solving problems;
- can communicate effectively in different forms and settings, using both Welsh and English;
- can explain the ideas and concepts they are learning about;
- can use number effectively in different contexts;
- understand how to interpret data and apply mathematical concepts;
- use digital technologies creatively to communicate, find and analyse information;
- undertake research and evaluate critically what they find and are ready to learn throughout their lives.

Enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products;
- think creatively to reframe and solve problems;
- identify and grasp opportunities;
- take measured risks;
- lead and play different roles in teams effectively and responsibly;
- express ideas and emotions through different media;
- give of their energy and skills so that other people will benefit and are ready to play a full part in life and work.

Healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs;
- are building their mental and emotional well-being by developing confidence, resilience and empathy;
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives;
- know how to find the information and support to keep safe and take part in physical activity;
- take measured decisions about lifestyle and manage risk;
- have the confidence to participate in performance;
- form positive relationships based upon trust and mutual respect -face and overcome challenge;
- have the skills and knowledge to manage everyday life as independently as they can;
- and are ready to lead fulfilling lives as valued members of society.

Ethical, informed citizens who:

- find, evaluate and use evidence in forming views;
- engage with contemporary issues based upon their knowledge and values;
- understand and exercise their human and democratic responsibilities and rights;
- understand and consider the impact of their actions when making choices and acting;
- are knowledgeable about their culture, community, society and the world, now and in the past;
- respect the needs and rights of others, as a member of a diverse society;
- show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world.

12 Pedagogical Principles

- Create authentic learning contexts for learning;
- encourage learners to take responsibility for their own learning;

- Support social and emotional development and positive relationships;
- Encourage collaboration;
- Encourage sustained [pupil effort to reach high but achievable targets;
- Employ a broad repertoire of teaching approaches;
- Promote problem solving, creative and critical thinking;
- Build on previous knowledge and experience to engage interest;
- Focus on the 4 purposes;
- Use assessment for learning to accelerate progress;
- Make connections within and across Areas of Learning & Experience;
- Reinforce Cross Curricular Responsibilities, Literacy, Numeracy, Digital Competence.

Teachers plan and prepare learning with a clear understanding of pedagogy. Within any given lesson, adults consider their selection of methods in light of the purpose of learning. This involves the teachers' blend of theoretical and practical knowledge, deciding on how best to promote effective learning.

Planning and Preparation for Learning

Our curriculum places emphasis on equipping young people for life. It provides pupils with opportunities to learn new skills and apply their knowledge positively and creatively.

Our planning for learning takes account of the Four Purposes which are at the heart of curriculum design. Our planning is based on the principles of offering a broad and balanced curriculum to pupils based on the 6 Areas of Learning and Experience. Teachers take account of the What Matters statements which set out broad learning ideas within each AOLE. Planning is based on identification of an appropriate progression step for pupils and takes into account the knowledge, skills and experiences that pupils need in order to progress in their learning.

Teachers plan for cross-curricular learning through rich tasks based incorporating literacy, numeracy and digital skills.

Our curriculum sets out knowledge, skills and experiences for pupils within each progression step while also allowing teachers the flexibility to react to current world events.

Curriculum Mapping:

Topics that we have chosen are mapped to ensure they naturally cover a mix of AoLEs as a focus. They are designed using the Four Purposes and incorporate ideas for all AoLEs as a brief outline, linking them to the Literacy and Numeracy Framework and the Digital Competency Framework. The long term plan covers a brief outline of every topic for every year group.

Language, Numeracy and Digital Skills (Cross Curricular Skills)

Staff use the Literacy and Numeracy Framework (LNF) and Digital Competence Framework alongside the New Curriculum for Wales when planning learning experiences. Therefore, pupils have opportunities to develop their literacy, numeracy and digital skills across the curriculum.

Learning across the curriculum

Staff 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. Staff also develop, through various means such as collective worship, cultural festivals, school and ECO councils, visits and classroom activities, pupils' knowledge of Education for Sustainable Development and Global Citizenship.

Pupils' experiences are enhanced through well planned educational visits, visiting speakers to school and a wide range of extra-curricular activities.

Monitoring and review

Planning/progression is monitored by the SLT on a termly basis, to ensure that planning is current, and used as a working document. A book scrutiny is also carried out ½ termly to ensure progression.

Pupils with Additional Learning Needs

- The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school.
- If a pupil has an additional learning need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the ALN Code of Practice.
- If a concern arises suggesting that a pupil may have additional learning needs the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation.
- If a pupil's need is more severe, in consultation with the pupil's parents, the ALNCo makes a referral to the appropriate external agencies this may be Educational Psychology or Specialist Teachers.
- A pupil may be considered for a disapplication for Statutory Assessment if they continue not to make progress and have a profile of long term complex needs.
- We always provide additional resources and support for pupils with additional needs and disabilities.

<u>Area of Learning Experience (AoLE) Teams</u>

At Hawthorn Primary School, we believe that subject leadership, as part of an AoLE team, is a key leadership and management role. It is the role of the AoLE team to implement the aims of the school. Teachers at Hawthorn Primary School must not only teach but also help manage the teaching of colleagues through their AoLE team. We have designated each teacher to one or more of the following AoLE teams:

- Numeracy/Mathematics
- Languages, Literacy and Communication – English, Welsh and International Languages
- Science and Technology
- Health and Well-being
- Expressive Arts
- Humanities

Core purpose of the AoLE Team

To provide professional leadership and management for an AoLE to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. Working alongside the Senior Leadership Team (SLT) an AoLE Team provides leadership and

direction for an AoLE and ensures that it is managed and organised to meet the aims and objectives of the school and the AoLE.

The SLT and AoLE Teams play a key role in supporting, guiding and motivating staff in relation to the AoLE. SLT/AoLE Teams evaluate the effectiveness of teaching and learning, the AoLE curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the AoLE. The SLT/AoLE Team undertakes a variety of monitoring activities.

An AoLE Team identifies needs in their own AoLE and recognises that these must be considered in relation to the overall needs of the school. It is important that an AoLE Team has an understanding of how their AoLE and subjects contribute to school priorities and to the overall education and achievement of all pupils.

Working with SLT:

- Develop and implement policies and practices for the AoLE which reflect the school's commitment to high achievement, effective teaching and learning;
- Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;
- Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the AoLE,
- Identify realistic and challenging targets for improvement in the AoLE;
- Ensure policies are understood by all those involved in putting the plans into practice;
- Ensure staff are clear about action to be taken, timescales and criteria for success; Monitor the progress made in achieving targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement through:

Teaching and learning

- Ensure curriculum coverage, continuity and progression in the AoLE;
- Ensure that teachers are clear about the teaching in the AOLE, understand the sequence of teaching and learning in the AoLE, and communicate such information to pupils;
- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the AoLE;
- Ensure effective development of pupils' literacy, numeracy and information technology skills through the AoLE;
- Evaluate the teaching of the AoLE in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;
- Ensure effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
- Ensure that teachers of the AoLE are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens;
- Ensure that teachers of the AoLE know how to recognise and deal with racial stereotyping;
- Establish a partnership with parents to involve them in their child's learning of the AoLE, as well as providing information about curriculum, attainment, progress and targets;
- Assist in developing effective links with the local community, including business and industry, in order to extend the AoLE curriculum, enhance teaching and to develop pupils' wider understanding.

Leading and Managing staff

- SLT/AoLE Teams will provide support, challenge and the information necessary to sustain motivation and secure improvement in teaching.
- AoLE lead coordinators to keep AoLE files (virtual/physical).
  Help staff to achieve constructive working relationships with pupils;
- Establish clear expectations and constructive working relationships among staff involved with the AoLE, including through team working and mutual support;
- Devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability;
- Sustain their own motivation and, where possible, that of other staff involved in the AoLE;
- Audit training needs of staff;
- Lead professional development of staff through example and support, and coordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, LAs, AoLE associations;
- Ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards or the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction;
- Enable teachers to achieve expertise in their AoLE teaching;
- Work with (ALNCo/ EAL/ MAT) to ensure that individual education plans are used to set AoLE specific targets and match work well to pupils' needs;
- Ensure that the HT/DHT/ governors are well informed about AoLE Team policies, plans and priorities, the success in meeting objectives and targets, and subject related professional development plans through:

Efficient and effective deployment of staff and resources

- AoLE Teams identify appropriate resources for the AoLE and ensure that they are used efficiently, effectively and safely.
- Deploy, or advise the Headteacher on the deployment of staff involved in the AoLE Team to ensure the best use of subject, technical and other expertise;
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology;
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school;
- Use accommodation to create an effective and stimulating environment for the teaching and learning of the AoLE;
- Ensure that there is a safe working and learning environment in which risks are properly assessed.

Equal Opportunities

The 9 protected characteristics of the 2010 Equality Act include everybody: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Equality Act sets down Public Sector Duties that apply to all the school's functions:-

- Promoting equality of opportunity
- Promoting good community relations

- Eliminating discrimination

Specific public sector duties for Wales are set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, as issued by the Welsh Assembly Government.

We will mainstream equality through the curriculum in our choice of diverse and challenging materials and activities. We will support children and young people to examine their lives and personal identity in the light of people's experiences which are both similar and different to them. We will proactively tackle Black History and LGBTQ+ issues in planned lessons and activities through the AoLEs.

The images and resources we use will reflect the diversity of society in a positive way so to meet the third duty of the Equality Act - to promote good relations between people. We will not omit or avoid certain equality issues because to do so would be to promote a false picture of the people of Hawthorn/Cardiff/Wales.

We will welcome people across the protected characteristics to our school to share their skills and experience. We will make sure that we make all people feel welcome and valued.