



Pentrebane Primary School Teaching and Learning Policy

Policy Statement

At Pentrebane Primary School, we are dedicated to providing a high-quality education that nurtures the intellectual, social, and emotional development of all learners. Our Teaching and Learning Policy is designed to create an engaging and inclusive learning environment where every child can thrive and achieve their full potential.

Aims of the Policy

- Promote High Standards – Ensure that all learners achieve high standards in their learning through effective, evidence-informed teaching practices.
- Foster Engagement – Create a stimulating and inspiring curriculum that captures learners' interests and encourages a love of learning.
- Support Individual Needs – Cater to the diverse learning needs of all pupils through accessibility, differentiation, and inclusive pedagogy.
- Encourage Collaboration – Promote collaboration among learners, staff, and the wider community to enhance the learning experience.
- Emphasize Assessment for Learning – Use formative assessment to inform teaching, support progress, and provide feedback that encourages growth.

Teaching Strategies

Inclusive Practices

- Use a range of teaching methods (visual, auditory, kinaesthetic) to meet different learning styles.
- Scaffold learning to ensure all pupils can access the curriculum, including those with ALN (Additional Learning Needs).
- Provide dual-language resources and visual aids for EAL learners.

Active Learning

- Plan lessons that involve hands-on tasks, real-life problem solving, and collaborative group work.
- Use drama, role-play, and outdoor learning to deepen understanding and engagement.

Clear Learning Objectives

- Share learning intentions and success criteria at the start of each lesson.
- Revisit objectives throughout the lesson to maintain focus and direction.

Effective Modelling

- Model tasks and thinking aloud to demonstrate processes and expectations.
- Use worked examples and shared writing to support understanding.
- Encourage pupils to model their own thinking and strategies to peers.



Use of Technology

- Integrate digital tools (e.g. tablets, interactive whiteboards, learning platforms) to enhance learning and accessibility.
- Use technology to support independent learning and provide alternative ways to present work.

Continuous Professional Development

- Staff engage in regular CPD focused on pedagogy, curriculum development, and inclusive practice.
- Peer observations and coaching are used to share best practice and reflect on teaching.

Curriculum Delivery

Broad and Balanced Curriculum

- Deliver a curriculum that is rich in knowledge and skills, and reflects the needs and interests of the school community.
- Ensure coverage of all Areas of Learning and Experience (AoLEs) in the Curriculum for Wales.

Themed Learning

- Use cross-curricular themes to make learning meaningful and connected.
- Plan immersive experiences (e.g. trips, visitors, themed days) to deepen engagement.

Emphasis on Skills

- Prioritise the development of literacy, numeracy, digital competence, and oracy across all subjects.
- Teach metacognitive strategies to help pupils understand how they learn.

Pace and Engagement

- Lessons are structured with a clear beginning, middle, and end to maintain momentum.
- Use a variety of activities and transitions to keep learners focused and motivated.
- Provide opportunities for movement, discussion, and reflection to sustain engagement.

Adapting for Age/Stage/Cohort

- Plan lessons that are developmentally appropriate and responsive to the needs of the cohort.
- Use baseline assessments and pupil voice to inform planning.
- Provide challenge and support to ensure all learners make progress from their starting points.

Assessment and Feedback

Formative Assessment

- Use questioning, mini-plenaries, and observation to assess understanding in real time.
- Adapt teaching in response to assessment to close gaps and extend learning.



Feedback

- Provide verbal and written feedback that is specific, timely, and focused on improvement.
- Use whole-class feedback and marking codes to reduce workload and increase impact.

Self and Peer Assessment

- Teach pupils how to reflect on their learning using success criteria.
- Encourage peer feedback to build confidence and collaborative skills.

Learning Environment

- Positive Atmosphere
- Foster a classroom culture of respect, kindness, and high expectations.
- Celebrate effort, progress, and achievement through praise and rewards.

Classroom Management

- Establish clear routines and consistent expectations for behaviour and learning.
- Use restorative approaches to resolve conflict and build relationships.

Encouraging Diversity

- Ensure resources reflect a range of cultures, backgrounds, and experiences.
- Celebrate cultural events and promote equity through the curriculum.

Monitoring and Review

- Teaching and learning are monitored through lesson observations, book looks, pupil voice, and data analysis.
- Feedback is used to inform school improvement and professional development.

The policy is reviewed annually to ensure it reflects current best practice and meets the needs of the school community.

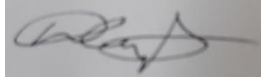
Conclusion

Pentrebane Primary School is committed to creating an enriching and dynamic learning environment that supports all learners in their educational journey. By prioritising high-quality teaching, inclusive practice, and a collaborative learning culture, we aim to empower every child to reach their full potential and become lifelong learners.



Policy agreed

____ *E. Prescott* ____ Head Date: May 2025



Chair of Governors Date: May 2025

This policy will be reviewed annually