



2023 - 2024

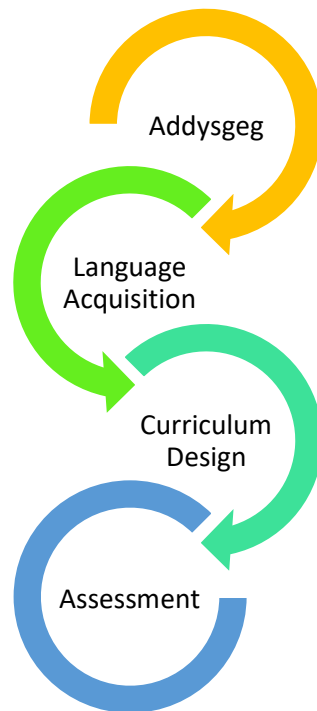
Ysgol Gynradd Groes-wen Primary School



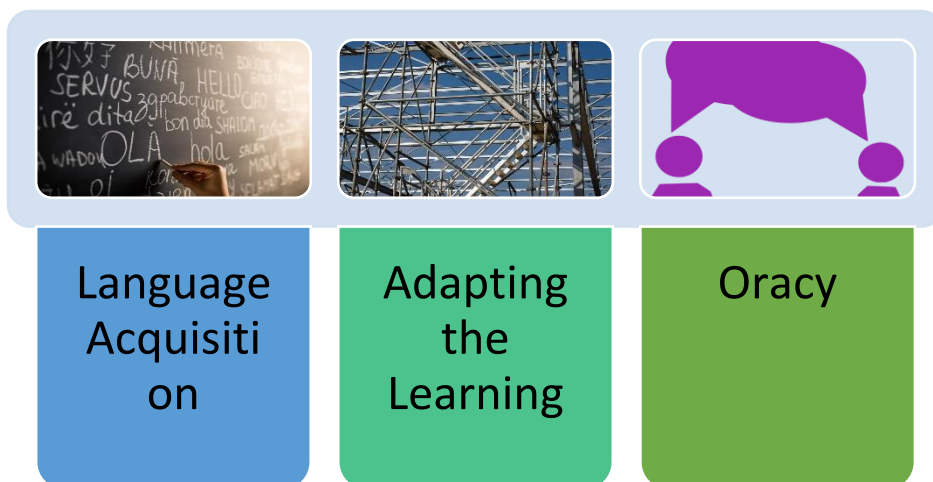
Teaching and Learning

In establishing the new school we have based our pedagogical and curriculum policies and procedures on the Groes-wen chain;

Groes-wen Chain:



In all aspects of School life, the pedagogy will be guided by the importance of language acquisition and for this purpose the School will be clearly focused on;



Language Acquisition:

The importance of Learning progression in the linguistic patterns including phonics work, spelling patterns, verb runs, various consonants etc. This will be a focus in all Areas of Learning and Experience.

Adapting the Learning:

Carrying out joint research with the Central South Consortium, the School will focus on scaffolding activities correctly to ensure all pupils receive an appropriate challenge.

Oracy:

In our school, oratory activities will be key to the success of all pupils so in all Areas of Learning and Experience, the School will expect to see oral activities.

Dual Language:

As a School that includes a 50/50 Welsh and English Dual language stream, it is important in introducing the pedagogy that we explain the model the School will follow (Appendix 1).

Children's Rights:

Children's rights are an annotated part of the School's activities, vision and procedures. Certainly when considering the articles, the policy focuses on:

Article 3

All children-related organisations should always do what is best for each child

Article 6

You have the right to life and to grow to be healthy.

Article 7

Your right to name and nationality.

Article 12

Your right to say what should happen and for someone to listen to you

Article 15

Your right to meet friends and join groups and clubs.

Article 23

Your right to special care and support if you are disabled so that you can live a full and independent life.

Article 28

Your right to learn and go to school.

Article 29

Your right to be the best you can be.

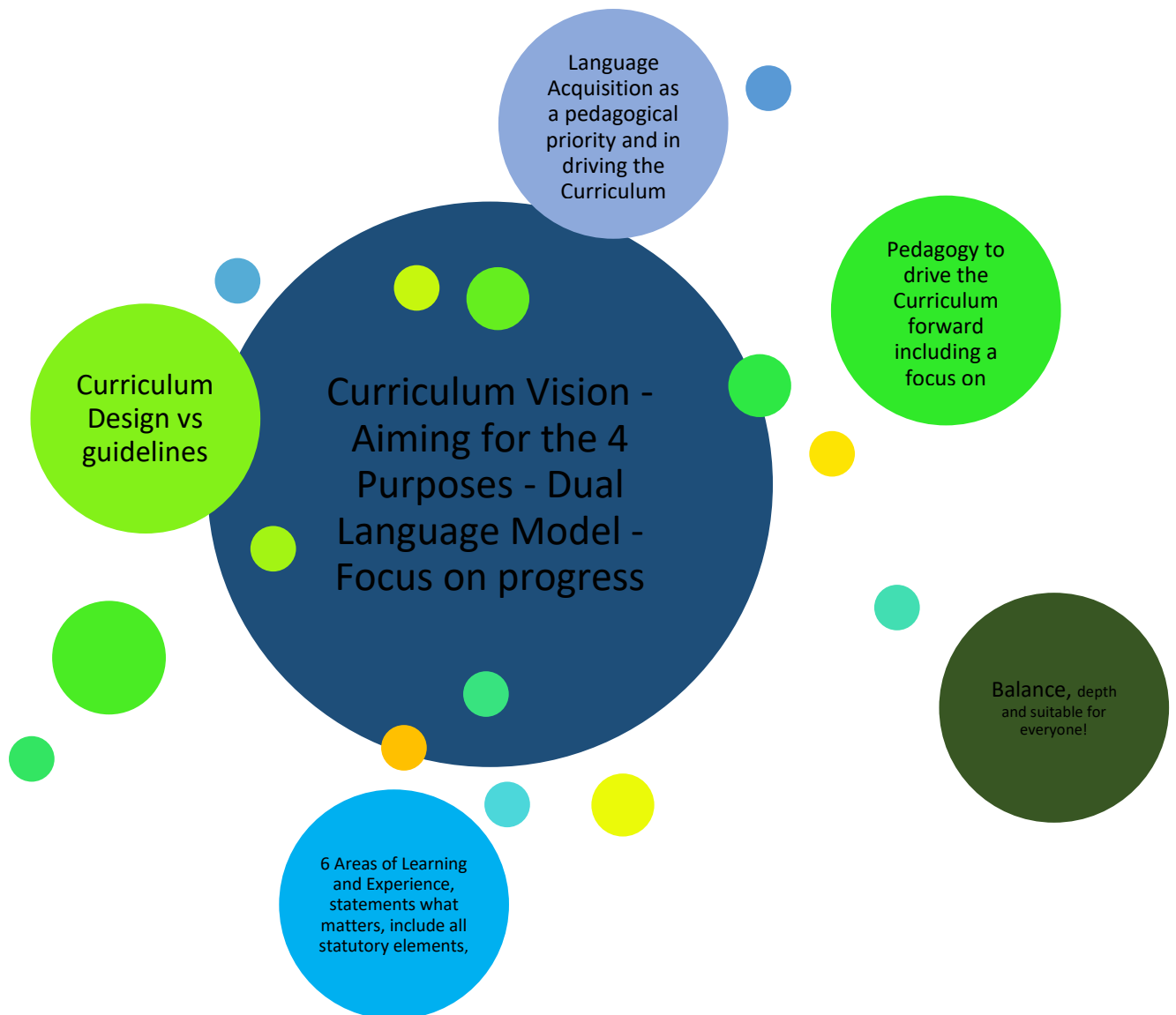
Article 30

Your right to use your own language.

The Aim of the Policy:

The aim of this policy is to highlight the principles of excellent learning and teaching within the school. It applies to all members of the School community including pupils with additional Learning needs. It expresses the general principles of excellent learning and teaching and promotes continuous improvement. It integrally overlaps with other school policies which aim to ensure excellent teaching and promote excellent learning.

Curriculum and Pedagogical Strategy of Groes-wen Primary School:



4 Purposes:

Within the school curriculum, the four purposes of Curriculum for Wales are incorporated to ensure that all pupils in the school develop in

- *ambitious, capable learners
- *cyfranwyr mentrus a chreadigol
- *principled and informed citizens
- *healthy, confident individuals

To achieve this, pupils at Ysgol Gynradd Groes-wen Primary School are provided with a wide range of learning experiences to promote their learning, creativity, growth and personal detachment within the various activities of our curriculum. We wish pupils to grow and develop into confident learners and responsible citizens, able to work independently and collaborate with others

Outstanding Teaching Characteristics of Groes-wen Primary School:

An excellent teacher inspires pupils to ensure that they make appropriate and sometimes beyond expectation progress in a lesson. He is willing to take a risk in planning but flexible to the needs and response of all pupils.

We generally expect staff to follow the list below;

- High expectations of everyone to set high standards
- Focus on the importance of orality in all Areas of Learning and Experience
- Adapting the Learning to ensure a challenge for all pupils
- Challenge - which means all pupils are stretched
- Support for all pupils to realise potential
- Planning inspiring experiences
- Lesson speed
- Excellent interpersonal relationships with pupils
- Teacher's enthusiasm inspires pupils
- An excellent scheme that engages pupils and breeds curiosity
- Interactive activities where pupils are active
- Effective questioning
- Sharing assessment success goals and criteria with pupils
- Solid amplifier information
- A variety of methodology approaches

Principles of Curriculum Pedagogy for Wales:

Our curriculum for all learners is underpinned by twelve pedagogical principles, which state that good learning and teaching is (Curriculum for Wales);

- 1) a constant focus on the general purposes of the curriculum
- 2) provide a challenge to all learners by encouraging them to recognise the importance of constantly striving to meet expectations that are high, but within their reach
- 3) using a mix of methods that include direct teaching
- 4) using a mix of methods including those that promote problem solving skills, creative skills and the ability to think critically
- 5) editing task setting and resource selection that adeiladu on previous knowledge and experience and engage
- 6) creating authentic contexts for learning
- 7) Following the principles of AfC
- 8) extending within and across the Fields
- 9) regularly reinforces the cross-curricular skills of literacy,numera dd and digital competence, and provides opportunities for practice
- 10) encouraging learners to take increasing responsibility for their own learning
- 11) promoting social and emotional development and positive relationships
- 12) Promoting collaboration

Assessment and Assessment for Learning:

The Curriculum and pedagogical procedures are with one purpose only; To enable all pupils to make appropriate progress so that they reach progress stage 3 with the ability to demonstrate their full potential.

Consistent assessment will take place including;

- 1) Baseline to discover pupils' Knowledge and understanding and then I second stand the baseline to measure progress
- 2) Non-verbal assessment
- 3) National Tests (To be performed twice – October and June)
- 4) Spelling and reading tests (English and Welsh)
- 5) Progression in Maths (GFER)

AFL:

Every quality practitioner is a deal that assessment happens every day all day. Assessment is not an isolated tool but an opportunity To achieve a picture on a pupil's progress and the areas To improve.

AFL in our school will include;

- 1) Impact of feedback – verbal and written
- 2) Effective questioning
- 3) Self-assessment
- 4) Peers assess each other's work
- 5) Pupils understand the way forward

Effective assessment should simply inform the School's pupil plans to respond to the individual's demands. The School will track each pupil's progress.

With MAT pupils and pupils needing extra support due to Learning needs, assessment will support us to measure progress and discover the way forward.

Outstanding Learning Features:

In order to learn the realm of the School and therefore the class must be correct. Happy kids are certainly more willing to work and go for it. As the 4 purposes suggest, we want confident, ambitious and enterprising learners.

Excellent learners demonstrate the below qualities in learning effectively across subjects and in all phases of their learning.

- working together effectively
- think and concentrate on learning and understanding how to improve
- listen well to pupils and teachers
- discuss their work and progress with the teachers
- respond to questions
- curious and asking questions
- aim high and devote to the best of their ability
- Focus well
- keen and showing that they want to learn
- seek support to make progress
- develop a unique way of learning / reviewing
- learn from their mistakes
- understand the importance and relevance of what they learn

Classroom Environment:

Expected at Groes-wen Primary School;

- suitable working to ensure all pupils have the opportunity to reach their full promise/potential
- a welcoming environment where courtesy, kindness and respect can be fostered
- order and discipline
- an environment where the success and achievements of pupils and students are valued and celebrated
- mutual respect between learners and teachers; so that confidence is key
- an environment where positive attitudes towards work are promoted
- recognition of the range of learning styles that pupils and students have including individual, pair and group work
- an environment that promotes assessment activities; where pupils have opportunities to self-assess their work and to be part of the target setting process
- additional mentoring support for pupils who have difficulties with organising and completing work
- an environment that stretches and challenges MAT pupils

- a range of high quality resources
- stimulating exhibitions
- the assurance in the Under 7 Section that continuous provision has been enriched
- in the Under 7 Section – a balance between indoor and outdoor activities

Plan:

We are currently experimenting and adapting our plans to be current and to fit the expectations of the areas of learning and experience. We feel it is essential to 'stimulate pupils with the context of what interests them and which, as a result, motivates their enjoyment in learning. At the beginning of each term, a long-term plan is designed for the context which is a combination of the pupils' voice and the requirements of the learning and experience areas. It is ensured that there are variety of activities that align with the cross-curricular responsibilities along with the areas of learning and experience.

Digital Competency and IT:

On all occasions, the School will make effective use of computer hardware and software to support the work of staff and pupils. Our main platform will be HWB and our focus will be in keeping staff and pupils' work safe and teachers will be expected to make effective use of the software available to schools. At any time the School will be ready to work virtually should the need arise.

Wellbeing:

At the heart of everything will be the wellbeing of pupils and staff. A happy School creates a particularly working tone and is certainly the aim of the work. It will be important for staff to focus on excellent teaching without losing grip on workload management so that they can manage to maintain high standards.



Head's signature:

Date: 15.06.23



Chairman:

Version:	1.0
Review:	

APPENDIX 1: DUAL LANGUAGE MODEL

Our intention will be to learn through Welsh and English 50/50 on average.

MDPh - Learning and Experience Area

Children starting school i.e. from Nursery / Reception will use CLIL (Content and Language Integrated Learning) pedagogy following the context to create real thematic experiences for the pupils.

Nursery - 1st Language

MDPh - Language, Literacy and Communication

It will be important to learn both languages and to give both languages exactly the same time from the outset.

From Nursery - Year 1 The needs of children returning to school will need to be considered e.g. pupils who cannot speak.

English/Welsh - Pupils will receive lessons in both languages.

MDPh - Maths and Numeracy (English can only learn to count in Welsh and rhyme count as a means of introducing Welsh in gradually).

MDPh - Science and Technology (English but can learn to use a few words in Welsh as a means of introducing Welsh in gradually).

MDPh - Health and Wellbeing (There will be elements in both languages focusing on the theme or lesson itself)

Nurturing - Partner Language

MDPh - Humanities (An element of English will be possible to reinforce understanding)

MDPh - Expressive Arts (An element of English will be possible to reinforce understanding)

MDPh - Health and Wellbeing (There will be elements in the bifurcation focusing on the theme or lesson itself)

Reception - 1st Language

English/Welsh - Pupils will receive lessons in both languages

MDPh - Mathematics and Numeracy (English but can learn to count in Welsh and rhyme count as a means of presenting Welsh in gradually)

MDPh - Science and Technology (English but can learn to use a few words in Welsh as a means of introducing the Welsh language gradually).

MDPh - Health and Wellbeing (There will be elements in both languages focusing on the theme or lesson itself)

Reception - Partner Language

MDPh - Humanities (An element of English will be possible to reinforce understanding)

MDPh - Expressive Arts (An element of English will be possible to reinforce understanding)

MDPh - Health and Wellbeing (There will be elements in the bifurcation focusing on the theme or lesson itself)

Year 1 - 1st Language

Saesneg/Welsh - Pupils will receive lessons in both languages

MDPh - Mathematics and Numeracy (English but can learn to count in Welsh and count rhymes as a means of introducing Welsh in gradually). **BUT START INTRODUCING MORE OF THE WELSH LANGUAGE CONSIDERING THE LESSON/THEME/ACTIVITIES**

MDPh - Science and Technology (English but can learn to use a few words in Welsh as a means of introducing Welsh in gradually) **BUT START INTRODUCING MORE OF THE WELSH LANGUAGE CONSIDERING THE LESSON/THEME/ACTIVITIES**

MDPh - Health and Wellbeing (There will be elements in both languages focusing on the theme or lesson itself)

Welsh

Year 1 - Partner Language

MDPh - Humanities (An element of English will be possible to reinforce understanding) **BUT START INTRODUCING MORE ENGLISH CONSIDERING THE LESSON/THEMA/ACTIVITIES**

MDPh - Expressive Arts (An element of English will be possible to reinforce understanding) **BUT START INTRODUCING MORE ENGLISH CONSIDERING THE LESSON/THEME/ACTIVITIES**

MDPh - Health and Wellbeing (There will be elements in the bifurcation focusing on the theme or lesson itself)

Year 2 - 1st Language

English/Welsh - Pupils will receive lessons in both languages

MDPh - Mathematics and Numeracy (English but can use counting in Welsh and counting rhymes as a means of introducing Welsh in gradually). **BUT START INTRODUCING MORE WELSH CONSIDERING THE LESSON/THEME/ACTIVITIES**

MDPh - Science and Technology (previously in English but able to learn to use a few words in Welsh as modd o introduce the Welsh language gradually) **BUT START INTRODUCING MORE WELSH CONSIDERING THE LESSON/THEME/ACTIVITIES**

MDPh - Health and Wellbeing (There will be elements in both languages focusing on the theme or lesson itself)

Year 2 - Partner Language

MDPh - Humanities (An element of English will be possible to reinforce understanding) **BUT START INTRODUCING MORE ENGLISH CONSIDERING THE LESSON/THEME/ACTIVITIES**

MDPh - Expressive Arts (An element of English will be possible to reinforce understanding) **BUT START TO CONDITION THERE MORE ENGLISH CONSIDERING THE LESSON/THEME/ACTIVITIES**

MDPh - Health and Wellbeing (There will be elements in the bifurcation focusing on the theme or lesson itself)

Year 3 - 1st Language

English/Welsh - Pupils will receive lessons in both languages

Main Language MDPH Maths and Numeracy will be English.
The Main Language **MDPh** Science and Technology will be English.
MDPh - Health and Wellbeing 50/50: The content of the lesson/activity will guide the language.

Year 3 - Partner Language

Main **Language MDPH** Humanities will be Welsh
Main Language **MDPh** Expressive Arts will be Welsh.
MDPh - Health and Wellbeing 50/50: The content of the lesson/activity will guide the language.

Year 4 - 1st language

English/Welsh - Pupils will receive lessons in both languages
The main **MDPh** Language of Mathematics and Numeracy will be English.
The Main Language **MDPh** Science and Technology will be English.
MDPh - Health and Wellbeing 50/50: The content of the lesson/activity will guide the language.

Year 4 - Partner Language

Main **Language MDPH** Humanities will be Welsh
Main **Language MDPH** Expressive Arts will be Welsh.
MDPh - Health and Wellbeing 50/50: The content of the lesson/activity will guide the language.

Year 5 - 1st Language

ONE CHANGE - IF A CHILD WANTED TO FOCUS ON WELSH TO TRANSFER TO A WELSH MEDIUM SECONDARY SCHOOL, THEY WILL HAVE THE OPPORTUNITY TO RECEIVE IMMERSION LESSONS.

English/Welsh - Pupils will receive lessons in both languages
Main **Language MDPH** Mathematics and Numeracy will be Saegean.
The Main Language **MDPh** Science and Technology will be English.
MDPh - Health and Wellbeing 50/50: The content of the lesson/activity will guide the language.

Year 5 - Partner Language

ONE CHANGE - IF A CHILD WANTED TO FOCUS ON WELSH TO TRANSFER TO A WELSH MEDIUM SECONDARY SCHOOL, THEY WILL HAVE THE OPPORTUNITY TO RECEIVE IMMERSION LESSONS.

English/Welsh - Pupils will receive lessons in both languages
Main **Language MDPH** Humanities will be Welsh.
Prif **Language MDPH** Expressive Arts will be Welsh.
MDPh - Health and Wellbeing 50/50: The content of the lesson/activity will guide the language.

Year 6 - 1st Language

ONE CHANGE - IF A CHILD WANTED TO FOCUS ON WELSH TO TRANSFER TO A WELSH MEDIUM SECONDARY SCHOOL, THEY WILL HAVE THE OPPORTUNITY TO RECEIVE IMMERSION LESSONS. CHILDREN LIKE THIS WILL BE ABLE TO ACCESS THE LESSONS IN THE WELSH MEDIUM STREAM.

English/Welsh - Pupils will receive lessons in both languages
The main **MDPh** Language of Mathematics and Numeracy will be English.
The Main Language **MDPh** Science and Technology will be English.
MDPh - Health and Wellbeing 50/50: The content of the lesson/activity will guide the language.

Year 6 - Partner Language

ONE CHANGE - IF A CHILD WANTED TO FOCUS ON WELSH TO TRANSFER TO A WELSH MEDIUM SECONDARY SCHOOL, THEY WILL HAVE THE OPPORTUNITY TO RECEIVE IMMERSION LESSONS. IN YEAR 6 CHILDREN LIKE THIS WILL BE ABLE TO ACCESS THE LESSONS IN THE WELSH MEDIUM STREAM.

Main Language **MDPh** Humanities will be Welsh.

Main Language **MDPh** Expressive Arts will be Welsh.

MDPh - Health and Wellbeing 50/50: The content of the lesson/activity will guide the language.

Everyday Processes:

Welsh and English for alternating will be the Language of the Day

School Service - Welsh with an element of English

Dual Language Department Service - Welsh / English

Children often hear Welsh music

All staff will be fluent in Welsh so based on what language the children will hear, Welsh will be the main adult language in the school.

Exhibitions will be bilingual i.e. There is no need to stick to only one language when displaying pupils' work