Rhydri Primary School
Teaching and Learning/Curriculum Policy

(This policy should be read with all other curriculum policies, School Development Plan, Assessment, Marking and Feedback, Attendance, Additional Learning Needs, E-Safety, Equalities and Inclusion policies)

1. Introduction

At Rhydri Primary School we believe in the concept of lifelong learning and understand the fundamental role the school plays in laying these foundations. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to make informed choices about their lives. We are committed to the use of ICT as a teaching tool to raise standards across the whole curriculum which has an impact on the way teachers teach and children learn.

2. Aims and objectives

We believe that people learn in different ways. We provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. We have high expectations for all our pupils.

Through our teaching we aim to:
- build children's self-esteem and enable them to become confident, resourceful, enquiring and independent learners;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- celebrate the diversity of our school community by providing an inclusive and broad curriculum;
- help children grow into reliable and independent citizens who are able to build positive relationships with other people.

3. Effective learning

We recognise the need to develop strategies that allow all children to learn and acquire skills in ways that best suit them. We take into account these different styles of learning when planning and teaching. We recognise that learning is an active and reflective process that is done by children, not to them.

The school recognises the links between the well being of children and their ability to learn. This includes:
- nurturing pupils so they consider themselves a valued part of the school community;
- enabling pupils to use appropriate language to communicate thoughts and feelings;
- healthy eating and exercise;
- encouraging regular drinking of water;
- opportunities to reflect upon their learning and their positive contribution to school.

We offer opportunities for all children to learn in different ways.

These include:
- investigating and problem solving;
- reflecting;
- planning;
- researching and finding out;
- differentiating work;
- group work;
- collaboration skills;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- speaking and listening skills;
- using ICT;
- fieldwork and visiting places of educational interest;
- creative activities;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic and physical activity.

4. Effective teaching

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. The skills include literacy, numeracy and ICT capability, creativity and personal, social and emotional skills. The design of our curriculum prioritises these skills and offers teachers scope to teach them well.

A variety of guidelines on teaching and learning are provided for teachers:
- minimum quality standards;
- an agreed planning format;
- conditions for learning and classroom organisation;
- teachers as role models.

We base our teaching on our knowledge of the children's level of attainment and achievement. Our prime focus is to further develop the skills and knowledge of the children. Skills and wider skills are outlined at the beginning of each lesson. We strive to ensure that all tasks set are appropriate to each child's level of ability and ensure provision of challenge at all levels.

Teachers may use flexibility in their grouping of children, depending on the aims and objective of a lesson. The groupings may be:
- ability;
- mixed ability;
- social groupings.

When planning work for children with additional learning needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs).

We identify children who are at risk of underachieving. Targets are set for all children, which are shared with parents/carers. Modified targets are agreed with children and reviewed on a regular basis.

We believe that any special abilities or talents should be identified as early as possible, and developed during the child's time at the school.

Teachers plan lessons with clear learning and skill objectives. We evaluate all lessons so that we can modify and improve our teaching in the future. Teachers plan in cohorts led by a member of the school leadership team. This ensures that all staff support each other collaboratively in planning, resourcing and assessment. This approach ensures that all teachers contribute towards the planning of lessons and are accountable for the outcomes of learning.

Teachers are responsible for establishing good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunities to take part in class activities. All our teachers follow the school policy with regard to positive behaviour management and classroom organisation. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy. We ensure that all tasks and activities that the children do are safe.

We deploy learning support assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups.

Our classrooms are attractive learning environments. Teachers follow guidelines for the learning environment (see appendix 1 and school display policy).

All our teachers reflect on their strengths and weaknesses and plan their continuing professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

5. Curriculum

Foundation Phase Curriculum

In Rhydri Primary School, the principles of foundation phase are based on:
- An enriching, holistic curriculum;
- Experiential learning within safe, engaging learning environments;
- Activities which promote children's development and natural curiosity;
- Provision which develops children's resilience and independence;
- Opportunities for indoor and outdoor learning;
- A curriculum that is built on high standards of learning;
- Provision which prepares the children for transition to Key Stage 2.

There are seven main areas of learning within the foundation phase:

Personal and Social Development, Well-Being and Cultural Diversity
This area of learning focuses on children learning about themselves, their relationships with other children and adults. They are encouraged to develop their self-esteem, their personal beliefs and moral values. The Foundation Phase supports the cultural identity of all children, to celebrate different cultures and help children recognise and gain a positive awareness of their own and other cultures. Children are supported in becoming confident, competent and independent thinkers and learners.

Language, Literacy and Communication Skills This area of learning focuses on children being immersed in language experiences and activities. Their skills develop through talking, signing/communicating and listening. They have opportunities to choose and use reading materials, and are given a wide range of opportunities to enjoy mark making and writing experiences.

Mathematical Development
Children develop their skills, knowledge and understanding of mathematics by solving problems. They use numbers in their daily activities. They investigate the properties of shape and sort, match, sequence and compare objects and create simple patterns.

Welsh Language Development
Children are given an opportunity to use and communicate in Welsh. They listen to a range of stimuli, including audio visual material and ICT interactive software, sing songs and play games.

Knowledge and Understanding of the World
Children are given experiences that increase their curiosity about the world around them and to begin to understand past events, people and places, living things and the work people do. They learn to demonstrate care, responsibility, concern and respect for all living things and the environment. They learn to express their own ideas, opinions and feelings with imagination, creativity and sensitivity.

Physical Development
Children are encouraged to enjoy physical activity and develop spatial awareness, balance, control and coordination and developing motor and manipulative skills. Children are introduced to the concepts of health, hygiene and safety and the importance of diet, rest, sleep and exercise.

Creative Development
Pupils develop their imagination and creativity and stimulate their natural curiosity and disposition to learning. Children engage in creative, imaginative and expressive activities in art, craft, design, music, dance and movement.

(see Foundation phase documentation – progression of skills from nursery to Year2 across the seven areas)

Key Stage 2

KS2 pupils follow the National Curriculum, studying each of these subject areas:
- English
- Mathematics
- Science
- ICT
- Geography
- History
- Music

- Art
- Physical Education
- Design Technology
- Welsh
- Religious Education
- Personal and Social Education.

Lessons are planned on a two year cycle to ensure effective planning and delivery by the lower and upper school teams. Pupils also receive modern foreign language and specialist dance/athletics lessons on a weekly basis. (see appendix 5 – curriculum maps)

In addition to planned topics we may hold 'special event' weeks, for example 'Economic Wellbeing', 'Take One Picture', 'Healthy Lifestyles' weeks.

6. Implementation of the Literacy/Numeracy Framework

To improve standards of literacy and numeracy across the curriculum, the school enhances the quality of learning and teaching through the implementation of the LNF across the curriculum. This includes:

- supporting all staff to become confident in developing the literacy skills of learners in oracy, reading and writing, and numeracy skills in developing numerical reasoning, using number skills, using measuring skills and using data skills;
- providing consistency of approach to the teaching of literacy and numeracy across subjects where appropriate, and assisting the transfer of pupils' literacy and numeracy skills;
- using literacy and numeracy across the curriculum in relation to developing pupils' ability to think and learn in context;
- ensuring that teachers, learners and parents/carers are clear about literacy and numeracy progress, including next steps;
- identifying those who require support in literacy and numeracy and intervening with a graduated response;
- monitoring support for those who require intervention in their literacy and numeracy development to ensure it is effective and appropriate, and offering alternative support where accelerated progress is not made;
- ensuring provision meets the needs of those identified as more able and talented (MAT) pupils in literacy and/or numeracy and monitoring the support and progress of this group; and
- offering opportunities, outside of curriculum time, to engage pupils with numeracy and literacy.

7. Welsh Curriculum

Throughout the school curriculum, pupils are given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

8. The role of Governors

Our governors:
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;

- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the Head Teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

9. The role of parents/carers

Parents/carers have a fundamental role to play in helping children to learn. We do all we can to inform parents/carers about what and how their children are learning by:
- holding meetings and curriculum events to explain our school strategies for teaching and learning;
- sending information to parents at the start of each term outlining the topics that the children will be studying;
- invitation to 'Family Learning' sessions;
- providing parent teacher consultations to discuss attainment and progress;
- providing end of year reports to parents in which we explain the progress made by each child and indicate how the child can further improve;
- explaining to parents how they can support their children with homework;
- providing up to date information on our school website.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- promote a positive attitude towards school and learning in general;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit
- fulfil the requirements set out in the home/school agreement.

10. Monitoring and review

We are aware of the need to review the school learning and teaching policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Policy reviewed by the Paul Warren
May 2016

To be reviewed May 2017

Appendix 1: Guidelines: Conditions for Learning and Classroom Organisation

Notice Board Area	Each classroom should have a notice board area for visiting adults (supply teachers etc) and so that the children have access to the information they need. The notice boards should be visible and well organised (near the door is a good place for easy access). The notice board should include: • Playground and assembly rotas • Traffic lights system • School Council Minutes • classroom and wet play rules • classroom Monitors/Class Reps/ House captains • timetable-including: PE days/homework • house points • golden minutes chart
Reading Area	Each classroom should have a well defined attractive and tidy reading area, in a corner if possible. It should be stimulating to all children with displays. Children should be taught how to replace books properly. • Tatty books should be removed • Fiction should be separated from non fiction • Where possible, newspapers and magazines should be stored neatly • Children's writing should also be included in the library • All sections of the library should be neatly labelled; e.g. Welsh, fiction, non-fiction
Organisation of desks	Tables should generally be organised in groups – it promotes an ethos of learning, as opposed to behaviour management. Where possible, there should be scope for flexibility to allow the organisation of the room to reflect the task being carried out by the children. Any individual desks should not be labelled 'naughty desks'. These types of desks should be inconspicuous and should used to promote pupils' concentration skills. Nobody should permanently sit at one of these desks.

Display	The classroom should be an attractive and stimulating learning environment:
	• displayed work should be mounted and labelled with children's names
	• on going repairs of borders should take place to maintain a tidy feel to the room
	• there should be a range of curriculum displays which should:
	    1. provide scope for open ended questioning;
	    2. be changed termly;
	    3. involve the process of learning;
	    4. make reference to skills;
	    5. include bilingual key words/questions;

General Resources	Teachers should regularly evaluate resources to consider whether they should be kept or thrown out. Resources should not clutter classrooms, ie behind or on top of cupboards. Flashcards and similar resources can enhance learning in the classroom but teachers should evaluate whether they serve a purpose or simply look 'pretty'. Generally, posters should only be added to the classroom if they make a significant contribution to pupils' learning.
Celebrating the Welsh Curriculum Other languages/ cultures	Rhydri Primary School is an inclusive school and the learning environment should reflect this: • all classrooms should display Welsh bilingual resources which should be displayed in the learning environment; days of the week; months of the year and a 'hello' poster for the door. • key topic words in Welsh should be displayed (there should be at least one display of this kind at all times) • children should be encouraged to bring in artefacts to support curriculum work (eg RE artefacts) • children should be encouraged to bring in and share books in their own languages • there should be bilingual books in a variety of languages • if there are children at the early stages of learning English, then efforts should be made to display dual language signs
Exercise Books	Guidelines for each year group are available, and should be followed, indicating the books to be used for each subject • children's exercise books should be collected at the end of each lesson for marking and stored in boxes, on trolleys or shelves • completed books should be stored apart (not in children's trays) from current books.
Children's Trays	Children's trays should be kept tidy. There should be a regular tidy and inspection time. House points could be given for tidy trays. Children's trays should be labelled with laminated printed names Children should be made aware of what should be kept in their trays: • reading book • library book • whiteboard and pen • glue • scissors • ruler
Cupboards	Cupboard and shelves should be kept tidy and well organised. Avoid keeping too many things in the cupboards. Resources should be easily accessibly to children and visiting teachers. Tray units etc should be clearly labelled. Nothing should be stored on top of cupboards.

Sink Area	The sink areas should be kept clean, tidy and well organised. Monitors should be trained. The sink area should be kept topped up with paper towels and soap.
What should be on the board each morning	To enable the children to have a clear idea of the structure of their day the following should be displayed on the board: • day and date (long and short) • timetable for the day • reminders A 'thinking challenge' or similar activity is a good exercise to start the day while registration is taking place.
Cloakroom/ Communal Areas	Cloakroom and communal areas should be kept tidy: • children should be allocated, labelled pegs at the beginning of the year • at the end of each half term cloakrooms should be cleared • regular inspections of your class cloakroom areas should take place with rewards for tidiness • Monitors should be responsible for picking up coats for individual classrooms.
How should the room be left for the cleaners at the end of each day	The cleaners should be cleaning a tidy room. The cleaners should not be expected to tidy the room and pick up equipment from the floor/ desks. To enable the cleaners to clean properly: • establish a routine tidy five minutes before the end of the day • ensure all equipment/rubbish is picked up off the floor • ensure that the desks are clear.
Entering/ leaving the building and moving around in the corridors.	In the interests of health and safety when classes are moving around the building they should be in quiet, orderly, single lines on the left hand side of the corridor. This is particularly important when entering the building in the morning and after playtimes. This rule should be enforced robustly by all teachers. It is particularly important that children enter/ leave the hall at assembly times quietly and promptly. It is the responsibility of class teachers to supervise their class until the start of assembly.

Appendix 2: Adults As Role Models

How we present ourselves to the children and the things that we say and do has an impact on how and what they learn. It is important to have clear boundaries to maintain a safe, orderly and positive school environment.

Non-verbal communication/feedback to children

Without opening your mouth, you can use all kinds of non-verbal communication to influence the class. An effective teacher is not simply reliant on voice to communicate to pupils.

> 7% Words
> 38% expression/tone
> 55% Physical

You are conveying a message to your pupils from the moment that you enter the room - without even saying a word. Non-verbal communication creates the impression that you want to give - one of confidence, reassurance and enthusiasm.

It is also very important to model the language which we would expect children to use themselves. It is not acceptable to talk to children using local colloquialism (for example, 'love' 'babe' 'guys' 'kids' 'by here')

How we address each other

Children should address all adults by their title and family name for example, Mr Warren. Children should not use terms such as 'Sir' and 'Miss'. The same applies when talking about a member of staff with a child.

Dress Code
We have a strict dress code for the staff. Our standards of dress are professional and task appropriate; for example, all staff should wear suitable clothing and footwear for PE.

Smart casual clothes are acceptable and entirely appropriate for our work with young children in a classroom setting. Clothes made of denim and/or trainers/tennis shoes do not convey an image befitting our profession and organisation. The same applies to items of clothing that are immodest, revealing or inappropriate. If staff do not follow the dress code it will become a professional conduct issue.

Punctuality and lining up
Punctuality is important and teachers should try to be good role models in this area, for example:- collection of classes from playground, arrival at assembly etc. All year groups must line up correctly and teachers need to reinforce this on a regular basis.

Appendix 2: Adults As Role Models (cont.)

Relationships with parents

Staff must ensure that their relationships with parents remain professional at all times:
- Teachers should aim to develop an approachable, honest and supportive relationship with all parents
- Staff should ensure that social networking sites are used appropriately and parents should not be accepted as 'friends' on 'Facebook'
- Children's progress is only discussed on the school premises
- Other people's children of staff should not be discussed with parents
- It is expected that teachers and parents address each other using their proper titles
- Staff should not become over familiar with parents; for example, give their home telephone numbers to parents or children
- Staff should not tutor children who attend this school or recommend tutors to parents. Other adults within a teacher's family are not allowed to tutor children in school.
- Staff should never use local colloquialisms when talking with parents or other members of the community
- Staff should avoid confrontation with parents and seek advice/help if experiencing difficulties relating to a parent

Appendix 3: Minimum Quality Standards In Everyday Classroom Practice

At Rhydri Primary School minimum quality standards have been established for all lessons:

1. Ensure that the lesson has been well prepared and that learning and skills objectives are clear and are worded using child friendly language;
2. Ensure that good quality resources are well prepared and organised;
3. Set high expectations for pupils' behaviour, effort and achievement;
4. Capture the attention of the class at the beginning of a lesson;
5. Make links to previous learning;
6. Give clear instructions and explanations throughout;
7. Monitor, intervene and where appropriate, reshape lessons to ensure high standards of learning;
8. Integrate ICT so that it plays a pivotal role in accelerating the rate of pupils' progress;
9. Establish and maintain a purposeful learning atmosphere;
10. Establish a safe working environment which supports learning and which pupils feel valued, secure and confident;
11. Use a variety of teaching methods including the use of flexible groupings;
12. Set an appropriate pace to the lesson;
13. Ensure that children receive appropriate challenge in all lessons;
14. Place clear emphasis on purposeful pupil talk with less focus on teacher talk;
15. Display sound subject knowledge;
16. Make effective use of learning support assistants who make maximum impact on the quality of pupils' learning;
17. Provide constructive feedback throughout the lesson;
18. Ensure a number of ongoing assessment strategies impact on the rate of progress pupils make within a lesson;
19. Ensure pupils are aware and have a full understanding of each lesson's success criteria;
20. Use language and terminology appropriate to the level and ability of pupils;
21. Ensure that pupils of all abilities are involved in learning activities;
22. Give pupils opportunities to interact with each other and contribute ideas;
23. Use a variety of questioning techniques e.g. open ended, opportunities for pupils to ask questions etc.;
24. Teaching strategies which ensure all pupils are on task including use of 'random' questioning using lollypop sticks and 'no hands up' approach;
25. Allow 'thinking time' for pupils to answer questions;
26. Ensure pupils read and reflect on teacher comments;
27. Integrate use of incidental Welsh;
28. Implement a full range of teaching pedagogy which includes experiential learning and structured modelling techniques;
29. Ensure high standards of presentation from pupils;
30. Ensure that the lesson is reviewed at the end with time to reflect on what has been learnt.

Name: Date:

The extent to which: -	Rhydri Primary School Lesson Observation Judgements			
	Excellent (1)	**Good (2)**	**Adequate (3)**	**Unsatisfactory (4)**
Overall Progress In The Lesson: **Teachers and other adults have high expectations of all pupils and ensure that effective support is given to accelerate the progress of any pupil who is falling behind their peers**	Pupils are making exceptional progress. Tasks ensure that all pupils develop their skills and make excellent progress from their starting points. Almost all pupils, including special educational needs, make very good progress in the lesson.	Teaching is securing good progress and learning. Almost all pupils, including special educational needs, make good progress in the lesson	Pupils are making progress that is broadly in line with their capabilities. Most pupils, including special educational needs, make some progress in the lesson.	Expectations are low. A significant number of pupils make limited or no progress Insufficiently matched tasks mean that significant number of pupils do not develop their knowledge and understanding or make appropriate progress given their starting points.
Behaviour: **Teachers have high expectations of pupils' behaviour. They set clear rules and boundaries for acceptable behaviour and treat all pupils fairly and consistently.** **Pupils respond positively to prompts and instructions and enable others to learn and thrive in an atmosphere of respect and dignity. Pupils allow lessons to proceed without interruption or disruption.**	The teacher sets very high expectations of behaviour at all times. The teacher creates excellent, calm and orderly conditions for learning at all times. The teacher manages any challenging behaviour quickly and very effectively. The teacher exhibits excellent relationships with pupils at all times, being highly alert to the social, emotional, and learning needs of all individuals. Pupils listen well, and always respond very positively to questions, instructions and suggestions. Pupils are always calm, orderly and considerate when in learning situations or when moving around the classroom.	The teacher sets high expectations of behaviour at all times. The teacher creates calm and orderly conditions for learning. Inappropriate behaviour is dealt with quickly and effectively. Good achievement and effort are noticed and praised. Almost all pupils accept and adhere to rules and routines at all times. Pupils concentrate and are attentive, respond positively to questions and instructions.	The teacher has reasonable expectations of behaviour but some low level disruption occurs. The teacher has rules and practices that are generally applied and mean that behaviour is mainly acceptable. Routines and practices don't always allow independence and responsibility The teacher fosters satisfactory relationships with pupils; usually being alert to the social, emotional and learning needs of pupils. Most pupils show respect for teachers and other pupils and many collaborate and cooperate well in learning situations.	Teacher expectations of behaviour are low with little challenge for inappropriate and disruptive actions. Safe and orderly conditions for learning do not exist in many periods of the lesson. Classroom rules and routines are not established and too much unacceptable behaviour is evident. There is little expectation of independence or responsibility. Inconsistency of treatment of pupils occurs. A significant number of pupils are inattentive and lack concentration. A significant number of pupils show persistent, low level disruptive behaviour. Pupils show a lack of respect for teachers
Level of challenge: **Teachers have consistently high expectations of all pupils in quality and quantity of work.** **Teachers have secure, up to date, subject knowledge and act consistently as good language models.** **Teachers plan and set challenging tasks for all pupils, matched to their ability.** **Pupils have high expectations of themselves.** **Pupils produce work of a high standard according to their ability.**	The teacher has excellent expectations of all pupils in terms of presentation, quality and quantity of work related to their ability. Teachers demonstrate excellent subject knowledge and can always explain and discuss issues appropriately with all pupils. Teachers always model good language. Tasks and activities provide a well-matched, high level of challenge for all pupils. Teachers anticipate where they need to intervene and support and do so well, with notable effect upon the quality of learning. Pupils always respond well to high expectations and have very high expectations of themselves.	The teacher has good expectations of all pupils in terms of presentation, quality and quantity of work related to their ability. Teachers demonstrate good subject knowledge and generally can explain and discuss issues appropriately with all pupils. Teachers model good language. Using their knowledge of pupils' prior skills, knowledge and understanding the teacher plans different activities for groups of differing abilities. Teachers intervene and support with positive effect upon the quality of learning. Pupils work well and produce outcomes of a good standard related to their ability.	The teacher has satisfactory expectations of most pupils in terms of presentation, quality and quantity of work related to their ability. Teachers demonstrate satisfactory subject knowledge and can explain and discuss issues appropriately with most pupils. Teachers generally model good language. Tasks and activities sometimes do not provide sufficient challenge for all groups of pupils. The teacher encourages pupils to work hard and persevere when faced with difficulty. Most pupils respond to the teacher's high expectations. Pupils generally produce outcomes of a standard appropriate to their ability.	The teacher does not have sufficiently high expectations of pupils in terms of presentation, quality and quantity of work related to their ability. Teachers subject knowledge is limited and wrong information is often presented to pupils. Teachers do not always act as good language models. Tasks and activities do not provide a sufficient level of challenge for many groups of pupils. Teachers often do not intervene or when needed to move learning along A significant number of pupils don't work hard or produce outcomes of a high enough standard related to their ability.
Other adults, contribute to the quality of learning	Precisely targeted support provided by other adults make a marked contribution to the quality of learning	Other adults' support is well focused and makes a significant contribution to the quality of learning.	Support provided by other adults is effectively deployed.	Any other adult provides an extra pair of hands, but is not used effectively to support learning.

The extent to which: -	Rhydri Primary School Lesson Observation Judgements			
	Excellent (1)	**Good (2)**	**Adequate (3)**	**Unsatisfactory (4)**
Engagement: **Teachers use a range of appropriate strategies to generate high levels of enthusiasm for, participation in and commitment to learning.** **Pupils demonstrate positive, enthusiastic attitudes to learning.**	A wide range of strategies is used that very effectively takes into account the different learning needs and preferred learning styles of all pupils. The teacher is enthusiastic, challenging and knowledgeable and is motivational to all pupils. Engagement levels are constantly monitored and action taken immediately if they drop. A wide range of high quality displays are, stimulating, recent, and used to enhance learning and engage all pupils very effectively. All pupils are highly motivated and show a real readiness to learn resulting in excellent outcomes.	A wide range of strategies is used that takes into account the different learning needs and preferred learning styles of pupils. The teacher is enthusiastic, challenging and knowledgeable and motivates pupils to learn. Activities and tasks are interesting with appropriate challenge to ensure pupils remain enthusiastic throughout and make good progress. Engagement levels are monitored with action taken if they drop. A wide range of high quality displays are, stimulating, recent, and used to enhance learning and engage all pupils effectively. Pupils collaborate well with others when working on joint tasks.	The teacher is enthusiastic. Activities and tasks are interesting and challenging so that most pupils make satisfactory progress. Engagement levels of pupils are monitored much of the time. Action is sometimes taken to maintain focus if necessary. Most pupils are motivated and involved most of the time. Pupils generally work at an appropriate pace, producing satisfactory outcomes. Many pupils collaborate reasonably with others when working on joint tasks.	A limited range of strategies is used with little attention paid to the learning needs of individuals or groups. The style of language selected is not very effective in communicating with the pupils Teacher knowledge or enthusiasm is insufficient The pace of the session is too slow or variable and too much learning time is wasted. Engagement levels of pupils are rarely monitored and as a result many drift off task. Many pupils show a lack of interest and are not engaged by the session. Some pupils find it hard to work with others.
Resources/Time: **Teachers provide and use appropriate resources including new technologies to promote effective learning,** **Teachers ensure that lessons have good pace and that most effective use is made of learning time.** **Pupils demonstrate self management through selecting and using appropriate resources to support their learning.** **Pupils make best use of learning time and concentrate on task.**	There is planned and appropriate use of resources which is highly effective in enhancing the learning of all pupils during the lesson. The lesson will include purposeful use of ICT. The pace of the session is intuitively managed, engaging all pupils throughout the session and no time is wasted at all. Pupils make effective use of a wide range of resources	There is planned and appropriate use of resources which is effective in enhancing the learning of most pupils during the lesson. The lesson will include purposeful use of ICT. The pace of the lesson is managed well, maintaining the focus and making good use of learning time.	Many pupils access the range of resources provided to aid their learning. The pace of the lesson means that most pupils are kept on track.	The range of resources available and used in the session is limited - they have little impact on the learning of the majority of pupils. The pace of the lesson is often too slow, meaning some pupils drift off task and waste learning time.
Assessment For Learning: **Check understanding and intervene where necessary.** **Listen to, carefully observe and question groups and individuals to reshape tasks, develop vocabulary and deepen understanding.** **Assess progress regularly and give accurate feedback about next steps in learning,**	Regular and continuous assessment of individual pupils' progress occurs through questioning, dialogue and feedback. Teaching strategies are adjusted and learning tasks reshaped if necessary. Pupils understand and can describe in detail what they are currently doing, and why they are doing it in relation to their previous learning and what they might learn in the future. Pupils reflect on the progress they have made in their learning to date and can describe if they have met or exceeded their targets and made the progress expected of them.	Pupils are supported in their learning and helped to assess their own progress. Assessments are made during the lesson, using dialogue and questioning to gauge the understanding of individual pupils. From assessment, teaching strategies are adjusted and tasks reshaped where necessary. Most pupils have a good grasp of the work they are doing and how it relates to their previous learning. Pupils have a clear idea of their current standards, the progress they have made and can describe how this compares to what was expected of them.	Sometimes assessments are made during the session, using questioning to gauge the understanding of pupils. Progress is discussed with the pupils but doesn't always lead to specific enough targets for individuals. Pupils do not always have an understanding of what they are doing. Some pupils know the steps they need to take to make further progress. Some are involved in the setting of new learning targets.	Few assessment activities, such as questioning or dialogue, are evident to gauge pupils' understanding. Little or no feedback is given during the lesson. Many pupils have a very limited grasp of the purpose of the tasks they are doing nor see or describe any relevance for their own learning. Many pupils have little idea of whether their work is of sufficient quality or what they could and should do to improve it.
Teachers fully embed the use of Welsh as a second language within lessons. **Pupils' skills improve as a consequence of the promotion of Welsh as a second language in the classroom**	The class teacher uses Welsh as a second language using vocabulary and phrases that are relevant to specific lessons. The teacher displays a high level of confidence Pupils demonstrate high levels of confidence and skill in using incidental Welsh across the curriculum.	The class teacher uses Welsh as a second language using vocabulary and phrases that are relevant to specific lessons. Pupils demonstrate some degree of confidence and skill in using incidental Welsh across the curriculum.	The class teacher uses Welsh as a second language using generic vocabulary and phrases that are not relevant to specific lessons. Pupils demonstrate some degree of confidence and skill in using generic vocabulary and phrases.	Limited or no use of incidental Welsh by teacher. Limited or no use of incidental Welsh by pupils.

Appendix 5: Curriculum Maps

Long Term Curriculum Plan   **Year 1**   **Lower School**

	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Literacy	Non Fiction (Romans)	Paper Bag Prince	Poetry linked to weather topic (2 wks) Non fiction – Geography link	George's Marvellous Medicine	Visual Literacy (Pixar)/ Literacy Through Music (Peter and the Wolf)	Take One Picture (4 wks)
Science	Light	Sustainable earth – waste and recycling (Enquiry – recycling)	Weather (Enquiry)	Properties of Materials (teaching of thermals)	Plants (Enquiry – fruit)	Sound
History	What did the Romans do for us? Includes focus on non-fiction texts - Romans					
Geography			Weather around the world (cold places)			Investigating our local area (ICT link)
Art	Use of line (link with Romans)	Roman Ceramic Tiles (Link with History topic)		Photography (link with ICT)	See ICT animation project (talking fruit)	
Design Technology		Recycling (pencil pots)	Mini Enterprise (Incorporates resistant materials/textiles)			Food

	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
PSE	Classroom rules Say no to bullying (themed week) New Beginnings	Getting on and falling out Healthy eating (Science link)	Going for goals Money Week	Good to be me Safety rules when taking medicine (Geography/literacy link - global warming)	Relationships Say no to bullying (themed week) People who look after us	Changes What improves and harms the local area SRE
PE	Gymnastics	Dance Competitive Activities	Gymnastics Outdoor Adventures	Dance	Gymnastics Competitive Activities	Dance Competitive Activities
Music	Exploring Descriptive Sound	Exploring Rhythmic Patterns	Exploring Arrangements	Exploring Pentatonic Scales	Exploring Sound Colours	Exploring Singing Games
ICT	Introduction to blogs Text and Graphics (2type/BBC typing/Word)	Databases	Oracy using ICT (Prezi) Digital Research	Photography	Animation/literacy through ICT	Control - Turtle Sound (2 simple)
Religious Education	Religious Leaders and Texts: Jesus/Bible CU3	Religious Leaders and Texts: Jesus/Bible CU3	Judaism: How it all began.	Traditions : Christianity Islam Judaism/Hinduism	Religious Communities: Christianity CU2 Church Visit	Religious Communities :Christianity CU2

Numeracy units taught throughout the term – focus on comprehensive range of number and calculation, shapes and space and data handling.

Long Term Curriculum Plan   Year 2   Lower School

	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Literacy	Comics (2 weeks)	Anthony Brown study (8 wks) Non-fiction – Link with non-fiction (3 wks)	Victorians – Non Fiction (6 wks)	Visual literacy – comics (4 wks) Literacy through music (2wks)	Charlie and The Chocolate Factory (playscripts)	Non-fiction (Healthy Lifestyles) Poetry (2 wks)
Science	Forces	Rocks and Soils	Electricity	Interdependence of animals	Human Body	Food and Exercise
History			Victorians Includes focus on non-fiction texts - Victorians			
Geography		Village in a LEDC – Kenya			Through The Window	
Art	Welsh Artist Focus – Mary Lloyd Jones		Portraits (Links with Victorian topic)	Andy Goldsworthy and/or Georgia O Keefe (Nature Link)		
Design Technology		Moving Books			Textiles – hand puppets	Food and Healthy Eating

	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Religious Education	Signs and Symbols : Church Visit	Fast and Festival : Islam CU1 Ramadan and Id	Food: Judaism	Fast and Festival :Christianity Easter and Lent CU1	Our World : CU4 What is life? (creation stories)	Our World : CU4
PSE	Classroom rules Say no to bullying (themed week) New Beginnings	Getting on and falling out Road Safety	Going for goals	Good to be me Drugs unit Smoking	Relationships Say no to bullying (themed week)	Changes Puberty Personal hygiene Healthy eating Money week
PE	Gymnastics HRE	Dance Competitive Activities	Gymnastics Outdoor Adventures	Dance HRE	Gymnastics Competitive Activities	Dance Competitive Activities
Music	Exploring Rhythmic Patterns	Exploring Arrangements	Exploring Melodies and Scales	Exploring Sound Colours	Exploring Signals	Exploring Descriptive Sounds
ICT	Introduction to blogs Text and Graphics – Powerpoint	Branching Databases – maths/science	Databases - history	Email	Modelling – Introduction to coding	Digital Research

Numeracy units taught throughout the term – focus on comprehensive range of number and calculation, shapes and space and data handling.

Long Term Curriculum Plan **Year 1** **Upper School**

	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Literacy	Carol Ann Duffy	Doctor Who and The Daleks	Wreck of The Zanzibar	Coming To England	Visual Literacy – film/animation (4 wks) Literacy through music (2 wks)	Take One Picture (literacy through art)
Science	Electricity	Earth, Sun and Moon	Dissolving/separating materials	Digestion	Changing State (evaporation, condensation, distillation)	Light
History	Why Did Henry VIII marry six times? What were the differences between rich and poor living in Tudor Times? (Includes focus on non-fiction texts)			How has life changed since 1948? (Focus on non-fiction texts)		
Geography		Living In Wales: Water/Rivers Includes non Fiction texts – Geography (Includes focus on non-fiction texts)		Contrasting locality – Trinidad and Rhydri (Literacy link)		
Art	Portraits – Tudor Link				Stop Motion (see ICT)	Indian Art – Batik/Block Printing
Design Technology		Moving Toys	Mini Enterprise (Incorporates resistant materials/textiles)			

	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Religious Education	Religious Leaders and Texts: Muhammad/Qur'an CU3 (Make links to lower school Jesus/Bible)	Religious Leaders and Texts: Muhammad/Qur'an CU3 (Make links to lower school Jesus/Bible)	Pilgrimage : Christianity Islam	Fast and Festival :Christianity Easter and Lent CU1	Our World: CU4	Prayer: Role of prayer within Christianity Islam Judaism/Hinduism
PSE	Classroom rules Say no to bullying (themed week) New Beginnings	Getting on and falling out	Going for goals	Good to be me Drugs Alcohol	Relationships Say no to bullying (themed week)	Changes Sex education Money week
PE	Gymnastics HRE	Dance Competitive Activities	Gymnastics Outdoor Adventures	Dance HRE	Gymnastics Competitive Activities	Bollywood Dance Competitive Activities
Music	Exploring Rhythm and Pulse	Exploring Rounds	Exploring sound Sources	Exploring Lyrics and Melody	Performing Together	Exploring Music Processes
ICT	E Safety (2 weeks) Text and Graphics (Revelation Art) (Link with History)	Vlogs	Wikipages	Numeracy through ICT (Spreadsheets, data handling)	Stop Motion animation (8 weeks)	Podcasts (link with Take One Picture)

Numeracy units taught throughout the term – focus on comprehensive range of number and calculation, shapes and space and data handling.

Long Term Curriculum Plan   **Year 2**   **Upper School**

	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Literacy	Poetry (2 weeks) Non-fiction texts (History link)	Carrie's War	Stormbreaker	Visual literacy – comics (4 wks) Literacy through music (2wks)	Kensuke's Kingdom	
Science	Impact of humans on the environment (climate change)	Sound	Forensic science	Life Cycles of Plants	Forces	The Human Body
History	What was it like for children in WWII? (Includes focus on non-fiction texts)					
Geography			Geography In The News	Eco Tourism – Caring For Our World	Contrasting locality – Cardiff Bay and Rhydri (Includes focus on non-fiction texts)	Machines (Link with motorised buggies)
Art	Photography – (World War II link)			Sculpture – Eco Footprint		
Design Technology		Food (Link with WWII)	Textiles (Link with RE)			Lego mindstorms – control technology

	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Religious Education	Fast and Festival : Islam CU1 Ramadan and Id	Judaism : Prejudice link to literacy	Religious Communities :Islam CU2 Mosque Visit (Make links to lower school Christianity)	Religious Communities :Islam CU2 (Make links to lower school Christianity)	Our World : CU4	Independent Project: One area of RE
PSE	Classroom rules Say no to bullying (themed week) New Beginnings Puberty Hormones Stereotypes Hygiene Independence (school journey)	Getting On and Falling Out	Going for goals	Good to be me Drugs unit Awareness- All drugs	Relationships Say no to bullying (themed week) Democracy	Changes Moving on – transition unit Money week
PE	Gymnastics HRE	Dance Competitive Activities	Gymnastics Outdoor Adventures	Dance HRE	Gymnastics Competitive Activities	Street Dance Competitive Activities
Music	Exploring Rounds	Exploring Sound Sources	Exploring Lyrics and Melody	Exploring Rhythm and Pulse	Performing Together	Exploring Musical Processes
ICT	E Safety (2 weeks) Intro to blogs Typing Text and Graphics (Word)	Multimedia (radio drama – World War II)	Spreadsheets (Excel) Geography In The News link	Programming Word processing		Control (Lego Mindstorms)

Numeracy units taught throughout the term – focus on comprehensive range of number and calculation, shapes and space and data handling.

PE and Games Overview

Lower School Year 1					
Gymnastics - unit 7 HRE	Dance – unit 7 Competitive activities	Gymnastics – unit 8 Outdoor adventurous	Dance – unit 8 HRE	Gymnastics – unit 9 Competitive activities	Dance – unit 9 Competitive activities
Lower School Year 2					
Gymnastics – unit 10 HRE	Dance – unit 10 Competitive activities	Gymnastics – unit 11 Outdoor adventurous	Dance – unit 11 HRE	Gymnastics – unit 12 Competitive activities	Dance – unit 12 Competitive activities
Upper School Year 1					
Gymnastics - unit 13 HRE	Dance – unit 13 Competitive activities	Gymnastics – unit 14 Outdoor adventurous	Dance – unit 14 HRE	Gymnastics – unit 15 Competitive activities	Dance – unit 15 Competitive activities
Upper School Year 2					
Gymnastics - unit 16 HRE	Dance – unit 16 Competitive activities	Gymnastics – unit 17 Outdoor adventurous	Dance – unit 17 HRE	Gymnastics – unit 18 Competitive activities	Dance - 18 Competitive activities

Rhydri Primary School　　　　**Spanish Long Term Plan**

Year 3

Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Introducing Spanish speaking countries, culture and people. Social conventions at home and in other countries.	Sounds patterns and words. Everyday classroom language.	Alphabet, pronunciation. Spellings of familiar words.	Greetings and simple communicative tasks.	Saying goodbye. Asking people how they are?	What's your name? Numbers 1-12

Year 4

Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Colours	How old are you? Months of the year.	Numbers 13-39 Days of the week.	When is your birthday?	Saying the date	Pets

Year 5

Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Brothers and sisters	Wales and the world.	Where do you live? My town	Directions	My school	Classroom objects.

Year 6

Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
The time	Numbers 40-200 Sports	The weather	At school-likes and dislikes.	Food and drink.	What do you look like?