

Teaching & Learning & Assessment Policy



Date	Review Date	Co-ordinator	Nominated Governor
October 2023	October 2024	Mrs Tania Morgan	Mr Dafydd Charles

Bynea Mission Statement

Our aim at Ysgol Y Bynea is to create a happy and enriching environment for children by working in partnership with parents and the community. We hope that by celebrating their achievements, helping them fulfil their potential, respecting their differences and encouraging kindness, consideration and respect, we will enhance self-esteem and provide a sound foundation for their future life.

'Firm foundations, High Standards'

Aims and Objectives

At Ysgol Y Bynea we are proud to be an inclusive school where we work together to challenge, inspire and motivate all children to become successful, confident and caring citizens of our diverse world. We work together to create a happy environment where all members of the school community feel safe, can enjoy, achieve and make a positive contribution to the school and the wider community. We promote a culture where pupils are happy, believe that they can succeed, take responsibility for their learning, set targets for their own achievement, and develop as independent learners.

Our aim is that all our children should:

- Enjoy their primary school years and develop high self-esteem regardless of 'academic' ability
- Feel safe and secure and keep healthy in class, playgrounds and after school activities
- Enjoy equal opportunities to succeed
- Have a passion for learning and experience success
- Develop lively, enquiring minds and become confident communicators and independent thinkers
- Experience teaching of the highest quality and develop core skills to a high level
- Develop perseverance, resilience, flexibility, independence and a wider range of other learning skills
- Be well mannered, respecting themselves, others and the environment
- Make a positive contribution to the school and the wider community
- Appreciate the beauty, the diversity of the world and their duty to protect it

We aspire to achieve these aims by:

- Putting the personal development and well-being of our pupils first
Having high and consistent expectations of all pupils, families and staff
- Ensuring excellence in Teaching and learning within a high quality, creative learning environment that encourages high expectations for success for all
- Providing a broad, constantly evolving, innovative, exciting, forward-thinking curriculum that enriches and challenges and takes account of the pupil voice.
- Providing opportunities for children to develop skills of investigation, enquiry, communication, and co-operation
- Emphasising pupil activity and independence in learning - more doing less listening
- Being an inclusive school that uses a wide range of teaching and learning strategies, technologies and high-quality resources in order to ensure that all learners reach their full potential
- Maximising the time allocated to learning
- Maintaining a school environment that is welcoming, organised, stimulating, tidy, clean and safe
- Creating a happy, industrious atmosphere that models, promotes and celebrates good behaviour
- Working in partnership with parents, acknowledging and supporting their role as the primary educators of their children and providing them with the information to help their children learn well
- Involving the children in community activities to develop their sense of belonging and responsibility
- Offering an enriching programme of extra-curricular activities and visits

Developing everyone's knowledge and understanding of the issues in their own environment and the wider world. Using systems of recruitment and support that attract high quality staff and governors and producing A School Development Plan based on efficient systems of self-evaluation and effective use of the school budget.

Curriculum for Wales

Bynea New Curriculum Summary

Designing a curriculum is a journey...not a destination!

A new curriculum for Wales has arrived, from September 2022, the way children and young people learn in schools will change, to prepare them better for a changing world. Schools will create their own curriculum that is tailor made for the children in their care and the communities they serve.

Curriculum design is an ongoing process of continuing improvement. At Ysgol Y Bynea, we recognise that we have both mandatory and statutory duties.

The Curriculum and Assessment (Wales) Act 2021 puts mandatory duties on schools - things they are legally required to do. Schools must also have 'due regard' to statutory guidance when carrying out their duties.

The New Curriculum for Wales has is now statutory from September 2022 in Primary Schools. Here is a summary of the contents:-

The Four Purposes of the New Curriculum

The Four Purposes of the New Curriculum, as set out in *Successful Futures* and have guided the whole design and development of Curriculum for Wales 2022. They are the starting point for all decisions in respect of Curriculum for Wales 2022 and school-level curricula should be designed and guided by these same four purposes. 'Curriculum' includes all the learning experiences and assessment activities planned in pursuit of the four purposes of the curriculum, which are to develop children and young people as:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Curriculum for Wales 2022 is designed to help all learners realise these four purposes. Each purpose is more than a headline; it is also described in terms of key characteristics. In their entirety they should underpin all teaching and learning in Wales. At Bynea, the pupils have designed their own *Four Purposes Champions* to really engage pupils with the important messages.

They are:-



Hello, my name is Healthy Hamid and I understand the importance of being active and exercising regularly, especially outside. I make healthy choices and encourage others to do the same. I am resilient and think of others. I love a new challenge and never give up! I am an independent and confident individual!



Hello, my name is Ambitious Alex and I like to set myself high standards! I am constantly learning new skills and I love a new challenge! I am great at solving problems and I often use technology to help me solve the problems. I can explain my ideas to my friends and am a real whizz with numbers.



Hello, my name is Ethical Ellie and I love to learn about different cultures and countries. I believe it is important for everyone to be different as it makes them unique. I am respectful to everyone I meet, and I try and understand the needs and rights of others. I want everyone to care for the planet.



Hello, my name is Creative Clarissa and I love trying new things and taking risks! I like recycling and reusing rubbish to make new, useful objects. I am very creative and am always coming up with new fantastic ideas to help my friends. I love to share my skills and energy with the people around me!

Curriculum for Wales 2022 has also been developed to reflect the strengths that the Foundation Phase has brought to education in Wales. The Foundation Phase ethos, principles and pedagogy will continue to be central to the delivery of early years education and have been incorporated across Curriculum for Wales 2022 to ensure it is appropriate and accessible for all practitioners and learners.

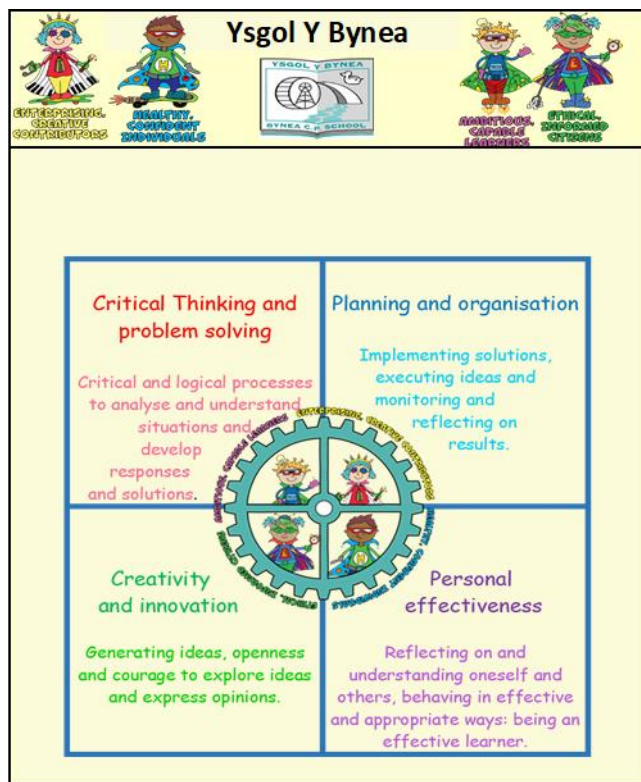
Areas of Learning and Experience

Curriculum for Wales 2022 organises learning around Six Areas of Learning and Experience, (AoLEs) which are:

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology



  Ysgol Y Bynea  	
New Curriculum for Wales 2022 Summary	
Four purposes Statutory	Ambitious, capable learners; Enterprising and creative contributors; Ethically informed citizens & Healthy confident individuals
Integral Skills Statutory	These underpin the four purposes. Creativity and innovation, Critical Thinking and Problem Solving; Personal Effectiveness; Planning and organisation
Areas of Learning and Experience Statutory	LLC, Mathematics, Science and Technology, Humanities, Health and Wellbeing & Expressive Arts
Curriculum Elements Mandatory	Religion, Values & Ethics; Relationships & Sexual Education; Welsh & English
Cross-Curricular Skills Statutory	Literacy, Numeracy & Digital Competence
Statements of What Matters Statutory	27 across the 6 areas of learning and experience
Description of Learning Statutory	Set out within each AoLE and organised into Progression Steps (Suggested continuum stages/ ages 5,8,11,14,16)
Principles of Progression Statutory	Set out in the progression code for each AoLE. General principles- increasing breadth/ depth of knowledge; Refinement/ growing sophistication in using skills; Increasing effectiveness as learners; Deepening understanding of ideas/ disciplines; Making connections/ transferring learning into new context
Cross Cutting Elements Statutory	Local, National and international Context; Career and Work- Related Education; Human Rights (UNCRC) and Diversity



Every pupil, no matter their age, is suitably planned for. We take into account every pupil's ability and aptitude, including any additional learning needs. We have successfully developed a progressive continuum of dispositions to support the development of **integral skills** across the school. These underpin the four purposes which lie at the heart of our curriculum.

To further support learners, we have developed "child friendly" four purposes to enable pupils to recognise their own success.:

To be my 'Bynea best' I must...				
	To be organised I must...	To be effective I must...	To be a thinker I must...	To be creative I must...
Nursery and Reception	- Know where things are - Get what I need - Know what is next - Know what I need to do - Tell you what I am doing	- Listen to ideas - Ask if I don't know - Help my friends - Make mistakes - Try my best - Talk about what went well - Be kind	- Ask questions - Try to make things better - Choose my own activities	- Be brave - Try new things - Be imaginative - Be curious - Explore
Years 1 & 2	- Find the equipment I need - Plan and talk about my ideas - Check my work - Use what I know to help me	- Listen to others - Work with other people - Ask for help - Share my ideas - Understand that I learn from mistakes - Help my friends - Be kind, even when I don't agree with others	- Ask questions - Try new ideas - Say when I am stuck - Say what I have done well - Make my own choices - Understand what I need to do to get better	- Be curious - Think up new ideas - Have a go - Explore something new - Share your ideas
Years 3 & 4	- Look where the equipment is kept - Check my work against the success criteria - Learn to organise my work in a variety of ways - Record my ideas in different ways - Ask questions if I don't understand	- Respect others' opinions - Listen to people in my group - Have a go at new things - Listen and follow instructions - Understand making mistakes is essential to learning new things - Use what I already know - Take turns	- Always have a go - Ask questions - Learn from mistakes - Know when I need help - Check my own work - Discuss my work with my friends - Make my own choices about my work - Explain how I have done my work	- Identify my own ideas - Value my ideas - Think of different ways to do things - Explain my choices - Be brave with my work - Present my work in different ways
Years 5 & 6	- Collect appropriate equipment for the activity and return it afterwards - Identify the skills and knowledge I need to apply to the new work - Plan my own work using the success criteria - Set myself high expectations - Adapt my work and make changes to improve it - Effectively research information that I do not know - Be ready for my learning	- Activate Prior Knowledge to apply skills I have learned before - Choose relevant information from my research - Appreciate and respect the views of others - Ask for help when I don't understand - Help others if they don't understand - Use self and peer assessment to improve my work - Recognise when I have worked hard and achieved my targets - Focus on minimising distractions so I can be the best I can be - Understand that different tasks require different learning environments	- Ask questions - Have a growth mindset - Be resilient - Focus on key information - Understand the difference between opinions and information - Plan out my work first - Be flexible and adaptable - Use what I already know to help me - Assess my learning honestly - Reflect on my own progress	- Explain my ideas to others - Magpie the ideas of others- then make them my own - Try something that I haven't done before - Step outside my comfort zone - Develop my skills by not just relying on what I am good at - Use a range of different strategies such as pictures, text, number, digital, graphs etc

Each of the Areas of Learning and Experience has been designed to support learners to realise the Four Purposes of the curriculum and provides the starting point and aspiration when developing a school-level curriculum. They encompass existing subjects and disciplines and are intended to promote collaboration and cross-disciplinary school-level curriculum development and design.

Each Area of Learning and Experience includes:

- a statement explaining how the Area of Learning and Experience supports the Four Purposes of the curriculum
- statements of what matters in learning
- principles of progression, including achievement outcomes developed around progression in the area of learning and experience
- planning for learning support.

The Areas of Learning and Experience are designed to operate together as part of a holistic curriculum. They are not intended to be watertight compartments but instead allow learning to be drawn from across the areas of learning and experience. Decisions as to how these should translate into day-to-day activities should take place in settings and schools. Learning should be coherent and planned across the different areas of learning and experience, building on inherent links, dependencies and interdependencies.

The School Staff and the Governing Body jointly adopt our curriculum and assessment arrangements through ratification of policy and practice. It is continually kept under review through the school's self-evaluation processes.

Practitioners, learners, parents, carers and the wider community are consulted with regularly. Curriculum design is constantly reviewed in light of feedback from these stakeholder. eg Questionnaires, Pupil Voice Groups, Curriculum Design Events.

The United Nations Convention on the Rights of the Child (UNCRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect all relationships. Our belief in "restorative approaches" ensures that every child is listened to.

Planning for Real Learning

At Bynea our planning is based on the Cornerstones Schemes. Termly Learning Overviews have been redesigned in line with the Six Areas of Learning and the Four Purposes to ensure more effective learning opportunities that develop expressive arts and creativity and allow for the development of the Four Purposes. At the beginning of every term pupils are given the opportunity to discuss the termly topics and share their ideas about the things they would like to learn about linked to the areas of study. Fortnightly planning sheets are completed by all class teachers.

Our teaching is more creative, our assessment is more accurate and responsive and our differentiation does not hold anyone back-it challenges all. It moves our children at the right pace and with the right children in each group.

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. 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 relationships and sexuality education in line with the new CfW.

The curriculum elements of Religion, Values and Ethics are routinely addressed through Big Questions and are stage appropriate.

Relationships and Sexuality Education is appropriately and progressively taught using an agreed cluster plan. This is part of the school's health and well-being curriculum.

Our curriculum also incorporates, where appropriate, opportunities for learning and consideration of cross-cutting elements. These allow learners to:

- consider local, national and international contexts
- develop understanding of relationships and sexuality education
- recognise, understand and promote human rights and diversity
- identify with careers and work-related experiences

Sustainable Development Goals (SDGs) are purposefully promoted and taught to enable pupils to make links to the real world. These have been mapped out across the school to ensure suitability and progression. Pupils are encouraged to identify links between their own learning and the SDGs.

Effective Learning

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners.

Effective learning could include:

- investigation and problem solving
- research
- whole-class work
- group work (in groups selected for different reasons)
- paired work
- individual work
- independent work, which is child directed
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT including visual images, film, interactive teaching resources etc
- fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- debates, discussions, oral presentations and other speaking and listening strategies
- drama techniques
- designing and making things
- participation in athletic or physical activity
- setting challenges for themselves

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Learning Together

We believe that every member of the school community, including pupils, staff and parents, are learners. Together we develop as a learning organisation, using information from research, working with other schools, making strong links with local businesses and the using real world contexts to build a culture for improvement.

Wellbeing is Well at Bynea

Wellbeing is a continual focus as it impacts on performance and progress. We ensure that the Health and Wellbeing Leaders lead developments, initiatives and opportunities to enhance wellbeing and pupil outcomes.

There is a whole school and cluster approach 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.

Every opportunity is used to promote the vision of "Every child can be the best they can be!"

We have increased and improved Pupil Voice and the opportunities for decision making at school. At the start of each new term, all pupils are given the opportunity to discuss

the theme and they are encouraged to share what they would like to learn about. We vote in a new school council each year where various topics are discussed, and the children's views and ideas are listened to and valued. Where appropriate, the school council can take action and be a force for real change both inside and outside the school environment.

We work well with various different agencies to put in extra support for those pupils/families who require additional support with different aspects of well-being. These include:-

- CYCA- Play Therapy/Counselling
- Behaviour Support CCC
- Area 43 - Counselling Services
- TAFF
- Tim Camau Bach

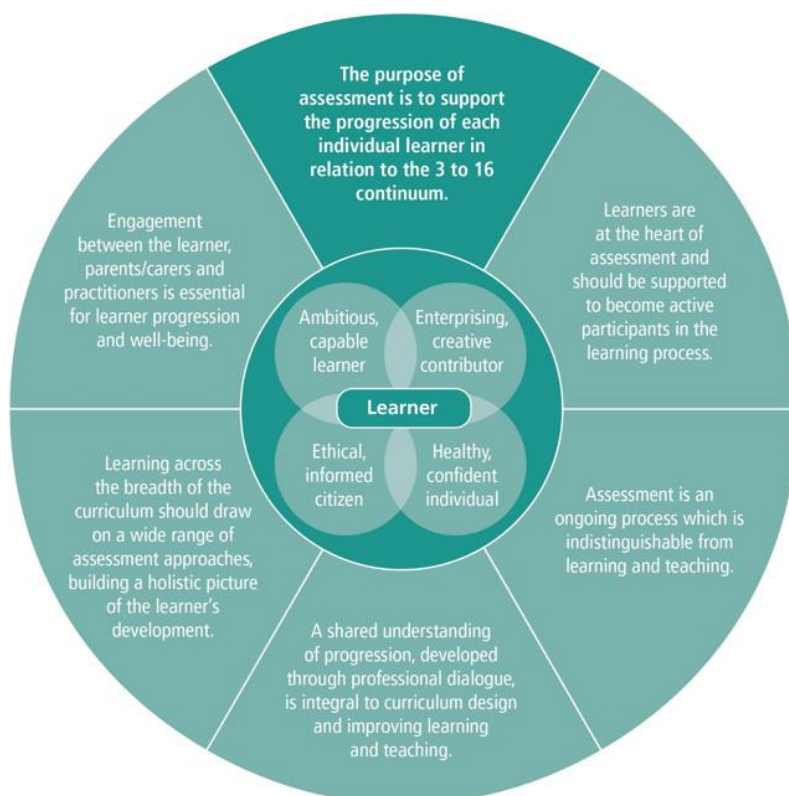
School staff also work with individuals and groups of pupils on emotional literacy programmes as and when is appropriate.

Assessment

Welsh Government sets out the guidance for assessment as follows:-

Assessment is a fundamental part of Curriculum for Wales and is integral to the process of learning. Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales. Assessment plays a fundamental role in enabling each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly.

Key Principles and Purpose of Assessment



The Purpose of Assessment

Assessment is intrinsic to curriculum design and its overarching purpose within the curriculum is to support every learner to make progress. It is integral to learning and teaching and it requires effective partnerships among all those involved, including the learner.

Assessment plays a fundamental role in ensuring each individual learner is supported and challenged accordingly. It should contribute to developing a holistic picture of the learner – their strengths, the ways in which they learn, and their areas for development, in order to inform next steps in learning and teaching. Assessment should not be used to make a one-off judgement on the overall achievement of a learner at a set age or point in time against descriptors or criteria on a best-fit basis.

Assessment has three main roles in the process of enabling learner progression:

- supporting individual learners on an ongoing, day-to-day basis
- identifying, capturing and reflecting on individual learner progress over time
- understanding group progress in order to reflect on practice.

When planning and delivering learning experiences, practitioners should be clear about the specific role of each assessment being undertaken, and what the understanding gained from assessment will be used for and why.

Supporting individual learners on an ongoing, day-to-day basis

Assessment should focus on identifying each individual learner's strengths, achievements, areas for improvement and, where relevant, barriers to learning. This understanding should be used by the practitioner, in discussion with the learner, to ascertain the next steps required to move learning forward, including any additional challenge and support required. This should be achieved by embedding assessment into day-to-day practice in a way that engages the learner and makes it indistinguishable from learning. This allows the practitioner to respond to the individual needs of the full range of learners within their classroom on an ongoing basis.

Identifying, capturing and reflecting on individual learner progress over time

Assessment should support practitioners in identifying the progress being made by an individual learner, and recording this, where appropriate, to understand the learner's journey over different periods of time and in a variety of ways. This includes developing an understanding of how a learner has learned, as well as what they have learned and are able to demonstrate. Reflecting on a learner's progress over time will

enable practitioners to provide feedback and help plan their future learning, including any interventions, additional support or challenge that may be required. This should include both immediate next steps and longer-term objectives and goals that the learner should work towards to help keep them moving forward in their learning. It can also be used as a basis for communicating and engaging with parents and carers.

Understanding group progress in order to reflect on practice

Assessment should also enable practitioners and leaders within the schools, and, where appropriate, in settings, to understand to what extent and in what ways different groups of learners are making appropriate progress. Information that flows from assessing learner progress should be used to identify strengths and areas for improvement in both the curriculum and daily practice, including consideration of how the needs of learners as individuals have been met. This important focus is a means for schools and settings to ensure their curriculum, and the learning and teaching, helps raise the achievement of all and, in particular, the achievement and attainment of learners from disadvantaged backgrounds. This focus does not relate to external reporting, but contributes to a school or setting's understanding of what it needs to know and reflect on about its learners in order for them all to maximise their potential, as well as its identification of specific challenges and support that particular groups or individual learners might need. This understanding can contribute to processes of self-evaluation and continuous improvement.

Assessment at Bynea

As a school we have robust assessment arrangements in place. We draw upon a range of information to ensure every pupil is supported appropriately. We place huge value on the importance of "formative" and "in the moment" assessment which enables the staff to facilitate immediate progress. Parents receive regular information on their child's progress, and are given help to understand their next steps in learning.

Assessment arrangements include:-

- On-entry Baseline assessment
- Day to day formative assessment
- Identifying, capturing and reflecting on learner progress over time
- Understanding group progress
- A shared understanding of the principles of progression
- Learner progress meetings
- Opportunities to plan and refine progression and assessment practices-in school and across cluster,
- personalised assessments
- parent/carers involvement

- CHATT screening
- National Numeracy and Literacy online tests
- Single Word Spelling Tests
- Emotional Literacy Screening
- All Wales Reading Test
- Read, Write, Inc assessments
- Taith 360 using the Progression Steps from the New Curriculum
- AFL