

US

Teaching and Learning Abertillery Approach



Relationships

- Clear and consistent daily routines; meet and greet at the door;
- Have well thought out seating plans;
- Be selective in secondary behaviours;
- Provide take-up time between warnings;
- Hold restorative conversations to build relationships with our pupils.
- A stimulating environment to motivate and inspire pupils.
- All adults follow the **PACE** approach:
 - Act as emotionally regulated adults who calmly support a child when they are overwhelmed by an event, a situation or their feelings
- Engage in active listening and will take a curious approach when examining behaviours
- Engage in restorative conversations with pupils;
- Use a variety of methods to reward behaviour where our core values are displayed (Respect, Responsibility & Resilience), including verbal praise, Class Chart points or, contacting parents;
- Demonstrate our 3 core values - 3Rs - Respectful, Resilient, Responsible
- Demonstrate an awareness of pupils needs when planning and delivering
- Encourage and provide opportunities for pupils to build a resilience in learning, be confident, calm, responsible and respectful.

Our core values of **Respect, Responsibility and Resilience** (the “3Rs”) are woven through our daily act of collective worship.

Skills

- Adults will ensure the 3-16 ROWND skills map is used consistently to plan progressively.
- Adults will explicitly teach the skills allocated to their AoLE.
- All pupils will have a copy of an AoLE ROWND document in their books, and reference will be made to this to support with articulation of learning.
- Adults maximise opportunities for pupils to apply skills across the curriculum through purposeful and authentic learning experiences to secure their futures.
- Progression of skills will be evidenced through pupil reviews within books and digitally (where appropriate).
- Adults will collate evidence within pupil portfolios.
- Adults will ensure pupils understand the learning intentions (LI) and success criteria, which will be co-constructed with pupils when appropriate.
- Lessons and learning environments are language-rich to develop vocabulary.
- Bilingualism will be utilised in all lessons to promote the use of the Welsh language.
- Pupils are encouraged to be independent in their learning.



Assessment

- Circulate class
- Provide challenge tasks/questions
- Provide formative /diagnostic comments to move learning on to support pupil progress
- Provide clear success criteria/ learning objectives
- Variety of assessment strategies
- Written pupil responses in red pen.
- Set challenging targets for all pupils.



Challenge

- Adults provide differentiated learning opportunities and support based on individual needs of pupils, ensuring challenge for all;
- Adults set and maintain high, consistent expectations of effort, engagement and improvement for all pupils, regardless of ability;
- Create an environment where every pupil has the chance to contribute and challenge their thinking;
- A range of questioning techniques are used to deepen understanding, test knowledge and extend thinking. These include open-ended, probing and reflective questions;
- Time is given for pupils to process and think about their responses ensuring they have time to fully engage with the question;
- The pace of lessons is adjusted to allow deeper thinking and exploration of topics;
- Regular formative assessments are used to monitor progress and adjust challenge;
- Mistakes are framed as learning opportunities;
- Extension tasks are provided, allowing them to explore topics more deeply from a different perspective and apply skills to another context;
- Pupils will have opportunities to apply their mathematical skills to real-world problem-solving, using extension tasks to challenge learners to deepen and explain their understanding;
- Adults will ensure the MAT policy is used consistently to ensure learners are identified and challenged effectively
- Hot tasks are engaging and challenging for pupils and are revisited throughout the lesson.



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Teaching and Learning Abertillery Approach



Relationships

- Clear and consistent daily routines;
- A stimulating environment to motivate and inspire pupils ;
- All adults follow the **PACE** approach:
- Act as emotionally regulated adults who calmly support a child when they are overwhelmed by an event, a situation or their feelings
- Engage in active listening and take a curious approach when examining behaviours. This may be play-based with younger pupils.
- Engage in restorative conversations with pupils;
- Use a variety of methods to reward behaviour where our core values are displayed (Respect, Responsibility & Resilience), including verbal praise, stickers, displaying work, Golden Certificate, Dojo points, & contacting parents.
- Award sanctions as outlined in the Primary Phase Behaviour Guidance and record on Class Charts;
- It is clearly explained to pupils why they are receiving a consequence, in line with our core value of **responsibility**.
- Consequences are adjusted to meet the needs of specific pupils. Where the behaviour policy isn't sufficient/appropriate, an individual behaviour plan will be created in consultation with the pupil and their parents to better meet their needs.
- Safeguarding procedures are followed as appropriate by informing the DSP and updating MyConcern with any concerns.
- PSE skills are taught progressively and consistently using the Jigsaw approach.
- Our core values of **Respect, Responsibility and Resilience** (the "3Rs") are woven through our assemblies.
- "Carpet time" length appropriate to the stage/age of the pupils (i.e. no more than 5-10 mins for PS1)
- Lessons are active and engaging, with participation strategies utilised by adults

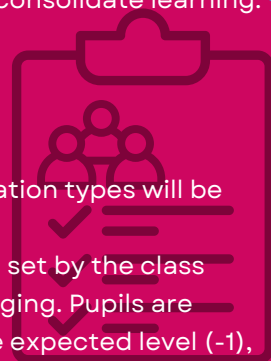
Skills

- Adults will ensure the 3-16 ROWND skills map is used consistently to plan progressively;
- Adults will teach sequentially following medium term plans and ensure that skills are applied consistently across the curriculum;
- All pupils will have a copy of a stage-appropriate ROWND document in their topic book and reference will be made to this to support with articulation of learning;
- Adults maximise opportunities for pupils to apply skills across the curriculum through purposeful and authentic learning experiences;
- Progression of skills will be evidenced through pupil reviews within books and digitally;
- Adults will collate evidence within pupil portfolios;
- Adults will ensure pupils understand the learning intentions (LI) and success criteria (co-constructed with pupils when appropriate);
- Lessons and learning environments are language rich to develop vocabulary and support literacy development;
- Bilingualism will be utilised in all lessons to promote use of the Welsh language;
- Adults provide appropriate support and guidance, gradually reducing the level of support as students become more independent;
- When appropriate, adults provide opportunities for pupils to make decisions about how they present their work;
- Adults create opportunities for pupils to learn from and with each other.



Assessment

- Adults utilise pit stops/plenaries to assess understanding, address misconceptions, and consolidate learning.
- Verbal feedback will be used effectively 'in the moment';
- Written feedback will be targeted, meaningful, and promote pupil progress.
- Pupils will engage in self and peer assessment to reflect on their learning.
- All staff will follow the comprehensive assessment calendar.
- In PS 1, observation plays a significant role in assessment and tracking. A range of observation types will be used to inform current and future planning.
- Every pupil from Reception to Year 6 will have an end-of-year target in literacy and Maths set by the class teacher. Every pupil will also have a target set by SLT. This is to ensure targets are challenging. Pupils are targeted to be working at the expected level (0), above the expected level (+1), below the expected level (-1), or well below the expected level (-2);
- To help with the target-setting process, pupils in Year 2 and Year 5 will sit the CAT4 tests.
- All pupils from Years 2 to 6 will complete personalised assessments in November and April. The feedback provided will be used to help adults plan for progress.
- Pupil Progress meetings will be held in the first two weeks of every term for every pupil from Nursery to Year 6.
- Parents are kept well-informed of their child's progress through digital summaries, open afternoons, pupil reviews, and a full written report in July.



Challenge

- Adults provide differentiated learning opportunities and support tailored to the individual needs of pupils, ensuring a challenge for all.
- Adults set and maintain high, consistent expectations of effort, engagement, and improvement for all pupils, regardless of ability;
- Create an environment where every pupil has the chance to contribute and challenge their thinking.
- A range of questioning techniques is used to deepen understanding, test knowledge, and extend thinking. These include open-ended, probing, and reflective questions;
- Time is given for pupils to process and think about their responses, ensuring they have time to fully engage with the question.
- The pace of lessons is adjusted to allow deeper thinking and exploration of topics.
- Regular formative assessments are used to monitor progress and adjust the challenge.
- Mistakes are framed as learning opportunities;
- Extension tasks are provided, allowing them to explore topics more deeply from a different perspective and apply skills to another context.
- Pupils will have opportunities to apply their mathematical skills to real-world problem-solving, using extension tasks to challenge learners to deepen and explain their understanding.
- Adults will ensure the MAT policy is used consistently to ensure learners are identified and challenged effectively.

