

Introduction

This school policy reflects the consensus of opinion of the teaching staff and has the full agreement of the Governing Body.

Our Vision

is for a school:

- ✓ *in which everyone feels happy, cared for, safe, valued and supported*
- ✓ *where pupils and staff are motivated, challenged, enthusiastic and confident*
- ✓ *that thrives on tolerance, trust, responsibility and individuality*
- ✓ *that respects and contributes positively both to the local and wider communities*
- ✓ *where learning is fun, enriching and helps everyone achieve their full potential*
- ✓ *that inspires life long learning*
- ✓ ***where every child, has every chance, every day.***

Our Mission Statement

At Aberdare Park Primary School we believe we have the unique opportunity to work with families, children, governors, staff and the wider community to develop our school that will prepare our children for living and working in the 21st century whilst encompassing the history and traditions of the three schools that have been brought together.

Following our vision we will work in partnership to achieve the following **aims**, to:

- provide a safe, secure, supportive and stimulating environment in which **everyone** feels confident and able to take risks and make their own decisions
- create an ethos in which **everyone** is valued and all ideas are important and worthy of consideration
- offer a rich and balanced curriculum that will inspire and motivate **everyone** to reach their full potential.
- nurture a love of learning for life that embraces initiatives and developing technologies in preparation for the future
- develop high levels of literacy and numeracy
- develop an enquiring mind which wants to learn more each day
- develop active responsible citizens who are fully prepared to play a positive role in our ever changing global society
- develop an ethos of teamwork, cooperation, self-discipline and respect

This policy has been developed to ensure we achieve our vision.

Effective Learning:

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective.

When planning, we take these different forms of intelligence into account and offer our children a range of learning styles, including:

▪ group work	▪ partnership work	▪ independent work
▪ whole class work	▪ cross phase working	▪ thematic/cross curricular learning
▪ pupil led learning	▪ fieldwork, visits and visitors	▪ presentation and role play activities
▪ a flexible timetable	▪ a range of stimuli e.g. video, DVD, musical recordings, books, magazines, computer programmes, internet resources	
▪ physical activities	▪ creative activities	▪ assessment for learning activities
▪ investigation and problem solving activities	▪ outdoor classroom activities	▪ questioning and research activities

We encourage children to:

- ✓ take responsibility for their own learning
- ✓ to plan what and how they will learn new skills and knowledge
- ✓ to reflect on and be involved in reviewing the way they learn
- ✓ to understand what helps them learn and what makes it difficult for them to learn.

We develop pupils' engagement in their learning through:

▪ involving them in the planning and development of classroom and school areas	▪ the use of interactive displays
▪ making the curriculum, and therefore learning, as exciting and meaningful for the children as possible	▪ developing fresh/relevant topics and themes

We enable independent learning to take place through providing:

▪ learning walls that support the development of language and communication skills (R.W.Inc.)	▪ learning areas that support mathematical development (number lines, multiplication tables, number squares etc.)
▪ the use of mind-maps	▪ topic areas that include activities and vocabulary to extend and support learning
▪ well resourced and attractive book corners within each classroom	▪ access to IT in all learning areas

We improve motivation and achievement in learning through celebrating success by:

<ul style="list-style-type: none"> ▪ displaying work both in the classroom and communal areas around the school 	<ul style="list-style-type: none"> ▪ identifying and celebrating exemplar work
<ul style="list-style-type: none"> ▪ rewarding effort and engagement as well as attainment through the use of reward stickers, merit points and HT awards 	<ul style="list-style-type: none"> ▪ class assemblies

We clarify routines to support independence through the use of:

<ul style="list-style-type: none"> ▪ timetables 	<ul style="list-style-type: none"> ▪ visual activity cues
<ul style="list-style-type: none"> ▪ access to labelled resources 	<ul style="list-style-type: none"> ▪ signs
<ul style="list-style-type: none"> ▪ daily check-in 	<ul style="list-style-type: none"> ▪ class responsibilities, rotas etc.
<ul style="list-style-type: none"> ▪ developing strategies for self and peer help 	<ul style="list-style-type: none"> ▪

We believe that successful learning takes place in an environment that is attractive and calm where everyone is valued; to support this we:

<ul style="list-style-type: none"> ▪ build class and working group communities (Critical Skills Approach) 	<ul style="list-style-type: none"> ▪ develop class and working group behaviour contracts
<ul style="list-style-type: none"> ▪ we do not tolerate bad behaviour 	<ul style="list-style-type: none"> ▪ we deal with bad behaviour through the use of positive behaviour management techniques
<ul style="list-style-type: none"> ▪ encourage pupils' to take responsibility through the use of Helpwr Heddiw; Helpwr Yr Wythnos, School's Council, Eco-committee, prefects, playground leaders 	<ul style="list-style-type: none"> ▪ build respect for the school environment through pupil involvement in planning and developing

Through these strategies we believe we will achieve our aims.

Effective Teaching:

When teaching we focus on offering a rich and balanced curriculum that will inspire and motivate everyone to reach their full potential; a curriculum that nurtures a love of learning; develops high levels of literacy and numeracy and encourages an enquiring mind which wants to learn more each day. We achieve this through following the 'Framework for Children's Learning for 3 to 7-year-olds in Wales', the 'National Curriculum in Wales, Key Stage 2', and the 'Skills Framework for 3 – 19 year olds in Wales'. Our teaching plans follow a thematic approach which is based on a curriculum map that aims to ensure all aspects of the curriculum are developed during a child's time in our school [see Appendix 1].

In addition we aim to develop children who are:

- ✓ confident, independent and willing to take risks
- ✓ make their own decisions and feel valued and important
- ✓ active responsible citizens
- ✓ fully prepared to play a positive role in our ever changing global society.

To achieve these aims we follow programmes such as *Personal and social education framework for 7 to 19-year-olds in Wales*, *SEAL Cymru* and the Welsh Assembly Guidance for 'Education for Sustainable Development and Global Citizenship'. As a school in Wales we strive to help our children to understand and celebrate the distinctive quality of living and learning in Wales in the twenty-first century, and to identify their own sense of Welshness while feeling a heightened sense of belonging to their local community and country. The guidance document '*Developing the Curriculum Cymreig*' supports us in this aspect of our teaching.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to further develop their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs (SEN) we give due regard to information and targets contained in the children's Individual Learning Plans. We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work here at Aberdare Park Primary School should be of the highest possible standard.

Foundation Phase Practitioners, Teaching Assistants and other adult helpers are deployed in a variety of ways, including working with individual children and groups of children.

We place great emphasis on meeting the needs of all children and Teaching Assistants are also fully involved in the delivery a range of programmes for children with Special Educational Needs and those who are More Able and Talented

We believe our children learn effectively when we as teachers:

<ul style="list-style-type: none"> ▪ plan thoroughly and in collaboration with other practitioners to ensure our pupils' learning follows a logical sequence that promotes continuity and progression 	<ul style="list-style-type: none"> ▪ create an atmosphere within our classrooms where children are prepared to take risks 	<ul style="list-style-type: none"> ▪ develop, use and share innovative teaching techniques
<ul style="list-style-type: none"> ▪ build upon children's prior learning and interests 	<ul style="list-style-type: none"> ▪ share the lesson outcomes with our pupils 	<ul style="list-style-type: none"> ▪ develop and share the success criteria for each lesson with the children
<ul style="list-style-type: none"> ▪ provide children with opportunities to review and reflect on their learning 	<ul style="list-style-type: none"> ▪ guide children towards an understanding of the next step in their learning 	<ul style="list-style-type: none"> ▪ effectively and consistently use strategies of AfL to move learning forward with our pupils e.g. <i>2 stars and a wish</i>; <i>KWL grids</i>; <i>traffic lights</i>; <i>rubrics</i>
<ul style="list-style-type: none"> ▪ deliver all lessons at an appropriate pace 	<ul style="list-style-type: none"> ▪ plan lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation 	<ul style="list-style-type: none"> ▪ use open-ended, thought provoking, challenging questions in line with the progress pyramid identified in Bloom's Taxonomy [see appendix 2]
<ul style="list-style-type: none"> ▪ plan differentiated learning to support children of all abilities 	<ul style="list-style-type: none"> ▪ systematically plan for Maths (<i>using Abacus Evolve as a scaffold</i>); English (<i>using Read, Write Inc.; ORT</i>); PE (<i>using PESS as a scaffold</i>) 	<ul style="list-style-type: none"> ▪ ensure that key skills are developed across all areas of the curriculum in a meaningful context that will embed the learning of new skills through the Cornerstones Curriculum.
<ul style="list-style-type: none"> ▪ use assessment of learning to inform planning and raise standards through focussed, challenging targets 	<ul style="list-style-type: none"> ▪ track pupil attainment on a frequent and regular basis and identify significant aspects which then impact on planning targets 	<ul style="list-style-type: none"> ▪ ensure that the activities we plan, including homework, make the best use of the children's time and our time
<ul style="list-style-type: none"> ▪ use marking and response effectively (offering praise, guidance and support) 	<ul style="list-style-type: none"> ▪ carefully evaluate the learning that has taken place and ensure this evaluation informs our planning 	<ul style="list-style-type: none"> ▪ reflect on our own practice and use this reflection as a tool for further personal development.
<ul style="list-style-type: none"> ▪ ensure that pupils' emotional needs are catered for to help them access the full curriculum. 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

Marking

Marking is completed after each focussed teaching task is finished and is based upon 1 star and a wish in the Foundation Phase (2 stars if the teacher feels it necessary) and 2 stars and a wish in Key Stage Two (3 stars if the teacher feels it necessary).

In Nursery, Reception, Year One and Two marking will take place and be discussed with the child; the teacher will then record the comments.

In Years 3 – 6, the following codes will be used to distinguish the type of marking taking place.



Work was marked without the pupil present.



Work was marked with the pupil and oral feedback immediately given.



Pupils self assessed their work.



Peer assessment took place (from Year Four onwards).

Marking is completed in a black pen and written in a manner legible to the child. When children have completed a focussed task, teachers are expected to mark the work with the child. This ensures understanding of what was successful about the work and the areas for improvement.

When staff are observing and listening to readers, then the strategy of marking through 2 stars and a wish shall also be adopted.

Target Setting

Targets are set **with** each child for English, Maths and PSE; at KS2 an additional target(s) is set that links to aspects of the topic, teachers are expected to update these targets on Incerts. These targets are shared with parents and reviewed with children and parents during the termly parent/teacher consultations.

Short term targets will be recorded as part of the 'wish' and then revisited as part of the star for the next piece of work. All pupils will be trained in checking their targets and they are expected to tell the teacher when they feel they have achieved the target and are expected to justify why they believe they have achieved it

Stickers showing the star and wish will be used with every focussed written task throughout the Foundation Phase.

Class assessment data will be reviewed at least termly by SLT and subject leaders and will form an integral part of performance management within the school as well as a link to the School Improvement Plan.

Planning:

The following documents form the main framework for planning at Aberdare Park Primary School:

▪ Framework for Children's Learning for 3 to 7-year-olds in Wales	▪ National Curriculum in Wales, Key Stage 2	▪ Literacy and Numeracy Framework
▪ Personal and social education framework for 7 to 19-year-olds in Wales	▪ SEAL Cymru	▪ Agreed syllabus for RE
▪ Read, Write, Inc Phonics Programme	▪ Literacy and Language Programme	▪ Fresh Start Phonics Programme
▪ Skills Framework for 3 – 19 year olds in Wales'	▪ Numicon	▪ Abacus Evolve
▪ Cornerstones Curriculum	▪	▪

Long-term Planning

Long term planning follows a 2-year rolling programme to allow for mixed year groups. Language development is taught discretely to ensure progression and children are taught in ability groups outside of their main class group as we believe the skills within these subjects should be directly related to 'stage' not 'age'.

Medium-term Planning

Medium term planning documents from the Cornerstones Curriculum (which includes LNF skills) will identify the subject specific skills that you want to develop during a term or half-term and it will involve the children in planning the activities that are going to help develop those skills. You need to:

▪ use assessments to identify the next step	▪ identify the stimulus that will engage the children	▪ work with the children to determine the activities – <i>brainstorming; KWL; critical skills challenge</i>
▪ identify the specific resources including visits and visitors	▪ liaise with teachers in your team to ensure consistency and progression of provision	▪ determine any changes needed to your classroom to facilitate the topic – <i>setting-up a role play corner; re-grouping tables etc.</i>

Short-term Planning

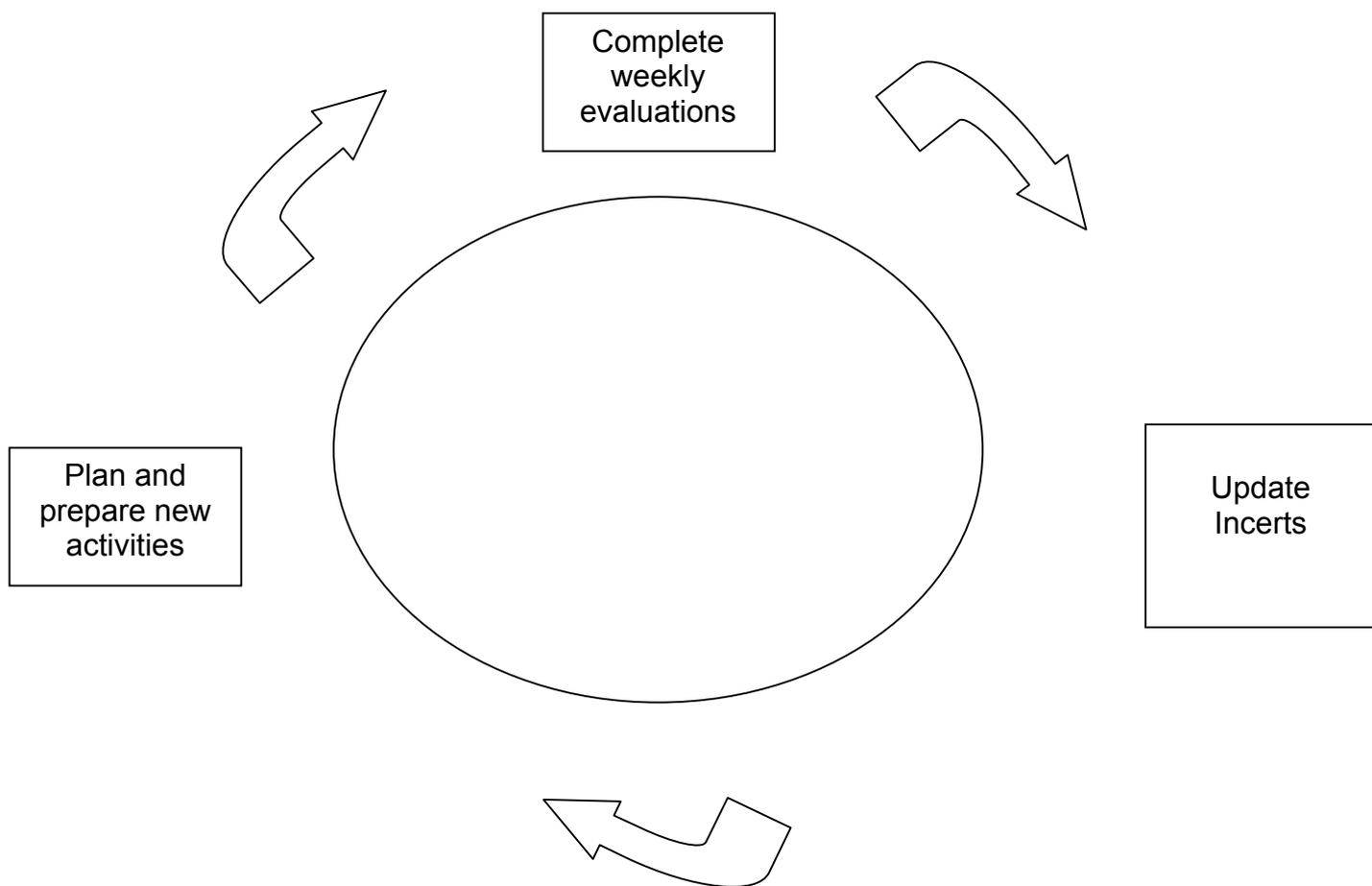
When thinking about your lessons make sure you know exactly why you are teaching each lesson and ensure you consider and act on the following:

<ul style="list-style-type: none"> ▪ what skills do you need the children to know by the end of the lesson? 	<ul style="list-style-type: none"> ▪ how will you ensure the children are involved in their learning? – <i>set success criteria with them, keep them focused on the SC, use AfL strategies</i> 	<ul style="list-style-type: none"> ▪ how will you make sure the children are engaged? - they need hands on activities (<i>The person who does the work does the learning</i>)
<ul style="list-style-type: none"> ▪ how will you keep all children involved? – <i>use whiteboards, talking partners, no hands-up/lollipop sticks, keep them on their toes with their minds moving</i> 	<ul style="list-style-type: none"> ▪ how will you keep the lesson on track and pacey? - <i>scan the room, move around the room, ask questions, make sure everyone is doing what they are supposed to be doing, give gentle reminders, keep activities pacey; know when to stop</i> 	<ul style="list-style-type: none"> ▪ how will you motivate everyone? – <i>when you see a child following your instructions properly or going that extra mile praise them, make sure that everyone hears that praise and knows why you are pleased.</i>
<ul style="list-style-type: none"> ▪ how you are going to explain and model your expectations e.g. <i>show them how to use resources, how to write a poem....</i> 	<ul style="list-style-type: none"> ▪ how are you going to raise the level of attainment? – <i>think about your questioning skills; consider following progressive questioning as set out in Bloom's Taxonomy</i> 	<ul style="list-style-type: none"> ▪ when and how will you assess the work? – <i>self-assessment; peer assessment; teacher assessment. How will you communicate with the child/ who will identify the next step?</i>

Short-term planning needs to be relevant and therefore should be carried out at least every two weeks with a weekly up-date. It needs to be re-active – the evaluation of the previous lesson must impact on what, how and when you take the next step.

You as a teacher **must** be reflective; you need to stop and think at the end of each lesson, question yourself could you have delivered the learning in a different way? Would it have been more beneficial for the children?

The Weekly Planning Process



Homework

Aberdare Park Primary School strongly believes in the importance of meaningful homework activities for pupils to extend their learning and to link their learning to the opportunities they have outside of school. Estyn have stated that, *"Well planned homework makes an important contribution to pupils' progress at school and helps pupils to achieve high standards. Homework partnerships with parents, carers and pupils can extend high quality learning experiences beyond the limits of the school day. They also provide opportunities for parents and carers to take part in their children's education."*

Homework establishes good attitudes from an early age

For very young children, under the age of five, homework is about linking learning that occurs in school with learning at home and elsewhere. It helps to promote partnership between educators and a child's parents or carers. This very early link is part of establishing good attitudes to learning for the child and his or her family to form a sound basis for lifelong learning.

The Homework which is sent home must:

- provide parents and carers with an opportunity to know about the child's work in school;
- contribute to children's learning;
- help pupils develop interests and prepare for new work;
- consolidate work done in lessons; and
- help pupils to begin to develop the skills of independent learning.

Homework is most effective when:

<ul style="list-style-type: none"> ▪ it is properly organised, purposeful and appropriate, with clear links to the thematic classroom work. 	<ul style="list-style-type: none"> ▪ it is well planned, targeted and is a challenge to every pupil 	<ul style="list-style-type: none"> ▪ it is promptly marked with helpful comments which enable pupils to develop their skills. High expectations encourage all pupils to complete the work set.
<ul style="list-style-type: none"> ▪ teachers are clear about the rationale for homework and the appropriateness of the tasks; 	<ul style="list-style-type: none"> ▪ the homework stimulates pupils' interests and enables them to develop good study habits and to extend their skills; 	<ul style="list-style-type: none"> ▪ parents are fully aware of what is expected of their child in the completion of their homework

Pupils will receive the following homework:

Foundation Phase

Weekly

- Home Readers
- Sound sheet/number formation sheet (when applicable)

Home tasks when appropriate

Lower Key Stage Two

Weekly

- Home Readers
- Maths homework to practise and consolidate concept taught

Fortnightly

- One cross curricular piece of work with a literacy or numeracy focus.

At least two home tasks per year - the task will be expected to last one term and will be sent home when appropriate to the termly topic.

A focused show and tell activity will also take place during the half term.

Upper Key Stage Two

Weekly

- One cross curricular piece of work with a literacy or numeracy focus.
- Home Readers / Library Readers
- Maths homework to practise and consolidate concept taught

A home task each term linked to the termly topic.

Report Writing

Writing End of Year Reports

It is the intention of Aberdare Park Primary School that the end of year reports will highlight all of the achievements of each pupil, both academic and social.

Pupil Progress

A comment must be made on the *progress* of the pupil in the Maths, English and PSE boxes for the Foundation Phase and Maths, English, Welsh, Science and ICT boxes for Key Stage 2. Targets are given for each of the subjects in order to progress.

Attendance Results

- When reporting about attendance, a comment must be included if the attendance is below 90%. For example:

A poor attendance percentage does have a negative effect on the progress of your child's learning.

90% attendance does mean that your child has missed nearly four weeks throughout the year.

If attendance is less than 90%, then your child has missed over four weeks throughout the year.

85% attendance does mean that your child has missed nearly six weeks throughout the year.

80% attendance does mean that on average, your child has missed nearly 8 weeks throughout the year.

Pupils with Additional Responsibility

Pupils who are given additional roles must have these acknowledged in the general comments sections of the reports, for e.g. Prefects, School's Council members, Eco Council Members, Play Leaders, pupils who are members of the choir, Primary Stars group, or who have taken part in after school clubs or represented the school in any way.

Final Editing of the Reports

The reports must be checked before printing to ensure presentation / text boxes are correct displayed.

Role of Governors:

Our governors determine support, monitor and review the school's policies on learning and teaching. In particular they:

<ul style="list-style-type: none"> ▪ support the use of appropriate teaching strategies by allocating resources effectively 	<ul style="list-style-type: none"> ▪ monitor how effective learning and teaching strategies are in terms of raising pupils attainment
<ul style="list-style-type: none"> ▪ ensure that the school buildings and premises are effective in supporting successful learning and teaching 	<ul style="list-style-type: none"> ▪ ensure that staff development and performance management policies promote good quality teaching
<ul style="list-style-type: none"> ▪ monitor teaching strategies in light of health and safety regulations 	<ul style="list-style-type: none"> ▪ monitor the effectiveness of learning and teaching policies through the school self-review processes, including HT's report and work of link governors

Role of the Parent/Carer:

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in participating in their children's learning at school.

As children begin at Aberdare Park Primary School they follow our induction process which gradually introduces the child to their new teacher and class and to the experiences of school life. Parents are provided with important information and meet with early years and senior staff, as well as their child's class teacher. Parents can share any concerns they may have.

Meetings are specifically held for Reception Parents' to support the teaching of Literacy. In addition, 3 LSA are trained to lead Language through Play/Number through Play groups which are incorporated into the extremely successful 'Little Buds' group which is for pupils between 2.5 and 3 years.

Parents' consultation meetings with teachers are held twice per year when individual targets and progress in meeting these targets are discussed; we also take these opportunities to share strategies that support learning. Parents receive a detailed school report in July. This outlines the child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future. Parents may discuss any concerns they have with teachers.

Parents are responsible for ensuring that children attend school regularly. Holidays during term time should be avoided as these interrupt the child's progress and they miss important work and may fall behind. Parents are asked to inform the school of any absence on the first day so that we know that they are safe at home.

Language, Literacy and Communication/ English

At Aberdare Park Primary School we are committed to ensuring every child has every chance to develop the full spectrum of communication skills that will enable them to successfully access all other areas of the curriculum and become successful learners. We have adopted the motto **“learn to read, read to learn”** from our main teaching scheme **‘Read, Write, Inc.’** In addition to this scheme we use a range of other resources including Oxford Reading Tree, Catch-up literacy programme and ELSA.

The direct teaching of speaking, listening, reading, writing and spelling are regarded as paramount in raising standards and for this reason we follow a daily pattern of lessons as detailed below:

<ul style="list-style-type: none"> ▪ Teaching of RWI Phonics in Nursery will be introduced during the Spring term. ▪ Teaching of RWI Phonics in Reception 5 days a week. ▪ Teaching of RWI Phonics Y1 – Y4 4 days a week. ▪ Literacy and Language Programme Y2 –Y6 4 days a week. ▪ Fresh Start Phonics Y5 and Y6 4 days a week. 	<ul style="list-style-type: none"> ▪ All teachers will follow the programmes as set out in the relevant handbook 	<ul style="list-style-type: none"> ▪ Children will be grouped and taught according to stage rather than age
<ul style="list-style-type: none"> ▪ Skills must be applied and reinforced as appropriate across the curriculum 	<ul style="list-style-type: none"> ▪ During an academic year teachers will ensure that children have the opportunity to develop a range of writing genres for a variety of purposes 	<ul style="list-style-type: none"> ▪ Teachers will take every opportunity to develop children’s spoken vocabulary and listening skills; providing opportunities for children to speak for a range of purposes to a range of audiences.
<ul style="list-style-type: none"> ▪ At Key Stage 2 teachers will plan a designated reading session for children at least once a week. 	<ul style="list-style-type: none"> ▪ At Key Stage 2, in addition to the reading carried out in RWI, children will read to an adult once during each half term. 	<ul style="list-style-type: none"> ▪ At Foundation Phase, in addition to the reading carried out in RWI, children will read through guided or paired reading to a practitioner twice a half term.
<ul style="list-style-type: none"> ▪ Teachers should take opportunities to read, for pleasure, a range of genres to children every day. 	<ul style="list-style-type: none"> ▪ In addition to the RWI activities, teachers will plan for children to undertake extended writing activities linked to the theme they are studying. 	<ul style="list-style-type: none"> ▪ At Nursery and Reception teachers will plan for children to undertake a shared / guided piece of writing linked to the theme they are studying.
<ul style="list-style-type: none"> ▪ Children are expected to develop a neat, legible personal style of handwriting. From Year 2 this should be developed through weekly discrete handwriting lessons. 	<ul style="list-style-type: none"> ▪ The RWI Get Writing Handbook provides guidance for the teaching of handwriting for Reception to Y2 children. 	<ul style="list-style-type: none"> ▪ All classrooms must have an area for writing i.e. FP a writing area and KS2 a writing box that children have unlimited access to.
<ul style="list-style-type: none"> ▪ Every classroom must have a comfortable, 	<ul style="list-style-type: none"> ▪ The Guidance for Marking Writing in Read 	<ul style="list-style-type: none"> ▪

attractive and well resourced reading corner.	Write Inc. Phonic Lessons provides direction for marking for all pupils. ..\RWI\Guidance for marking writing in Read Write Inc. Phonics lessons.pdf	
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In addition to this dedicated teaching time teachers plan to practice and use the communication skills learnt throughout all other areas of the curriculum. This helps our children to recognise the purpose in their learning while providing them with the essential practice that ensures they master these skills.

Our subject leaders for LL&C/English are Mrs Hayley Davies and Mrs Alison Griffiths; Mrs Davies is the designated Literacy Manager for the school and manages the RWInc. Programme.

In addition we have a strong SEN team consisting 2 HLTAs and 2 TA who are managed by the SENCo (Mrs H. Jones) and support children in all aspects of literacy including working with the more able and talented children to ensure they have opportunities to reach their full potential.

Mathematical Development – *please refer to Numeracy policy*

The school follows the Numeracy strands of the LNF to plan for discrete Maths sessions and the teaching of Maths skills throughout the curriculum. The development of all aspects of mathematics including numeracy, shape, space and measure are also essential in ensuring our children have full access to all aspects of the curriculum and become successful learners. Our main teaching scheme in mathematics is **Abacus Evolve and Numicon (N-Y4)**, these are used to ensure that the strands of the LNF are taught. All of the school has maths activities daily (as with LL&C/English). Lessons should include the following elements:

<ul style="list-style-type: none"> ▪ All teachers are to use Abacus Evolve / Abacus / Numicon as the scaffold for planning activities. 	<ul style="list-style-type: none"> ▪ Teachers are to use their professional judgment and assessment to determine the skills and activities to be taught. 	<ul style="list-style-type: none"> ▪ The children are taught and grouped according to the stage of understanding within their own class.
<ul style="list-style-type: none"> ▪ Number skills must be applied and reinforced as appropriate across the curriculum. 	<ul style="list-style-type: none"> ▪ The development of problem solving skills using 'real life' contexts 	<ul style="list-style-type: none"> ▪ Daily development of mental mathematical skills
<ul style="list-style-type: none"> ▪ Practical tasks, games, rhymes, songs and activities to build an understanding that Mathematics is involved with real things and part of the real world. 	<ul style="list-style-type: none"> ▪ Teachers will take every opportunity to develop pupils' mathematical vocabulary. 	<ul style="list-style-type: none"> ▪ Children are expected to record numbers which are neat and legible; at Key Stage Two, teachers will ensure this involves one digit in each square.
<ul style="list-style-type: none"> ▪ All Foundation classes must have a Maths Area; all Key Stage Two classes will have a Maths Learning Wall. 	<ul style="list-style-type: none"> ▪ Resources must be appropriately stored and labelled for independent use. 	<ul style="list-style-type: none"> ▪ All resources will be shared throughout the school to aid the teaching of the skills.

In addition teachers should plan to include practice in these skills across all areas of the curriculum to help children to recognise the purpose in their learning while providing them with the essential practice that ensures they master these skills.

Our subject leaders for Mathematical Development are Mrs Lynne Davies and Mrs Tracy Jarvis.

Welsh Language Development

To ensure that the Welsh language is fully developed and used throughout the school, a strong emphasis is placed on the teaching of Welsh and the expectation that Welsh will be spoken by all at Aberdare Park Primary. To ensure continuity and progression, all classes use the language patterns provided by the Athrawes Bro from CSCJES.

Subject specific language is expected to be used throughout the Areas of Learning in addition to the sentence patterns mentioned above.

There is a Welsh Speaker of the Week/Siaradwr yr Wythnos chosen from each class in Key Stage Two and a certificate and badge are presented during the Weekly Welsh assembly led by Mrs Jane Crank.

Cochyn is used in the Foundation Phase to promote the usage of Welsh within the school day. Pupils who have used Welsh are celebrated during the Foundation Phase weekly assembly led by Mrs Jane Smith.

In addition, Key Stage Two subscribe to the Bore Da Magazine with each class receiving a copy.

The subject leaders are Mrs Jane Crank and Mrs Jane Smith.

<ul style="list-style-type: none"> ▪ Teachers will take every opportunity to develop children's Welsh spoken vocabulary and listening skills; providing opportunities for children to speak Welsh for a range of purposes to a range of audiences across the curriculum 	<ul style="list-style-type: none"> ▪ All teachers are to use language patterns advised by ESIS, being mindful of pupils' ability and previous experiences. 	<ul style="list-style-type: none"> ▪ Daily development of Welsh Oracy Skills (a total of 10 -15 mins.) Years 3,4 and 5 will undertake a fortnightly writing activity; Year 6 will complete a weekly writing activity.
<ul style="list-style-type: none"> ▪ Practical tasks, games and activities to build on confidence and increase fluency. A high importance is placed on repetition of phrases and effective, meaningful role play and drama 	<ul style="list-style-type: none"> ▪ The role of Helpwr Heddiw will be developed through the daily activities within Foundation Phase. KS2 will develop the role of Helpwr yr Wythnos where one of the sessions will be facilitated by 	<ul style="list-style-type: none"> ▪ All classes have a selection of Welsh books which are kept in the library corner / book boxes and can be accessed by children at any time.

	Helpwr yr Wythnos using familiar language patterns (child led learning.)	
<ul style="list-style-type: none"> ▪ In developing pupils' writing skills, children are expected to develop a neat, legible personal style of handwriting, punctuate accordingly and spell familiar words and sentence patterns correctly. 	<ul style="list-style-type: none"> ▪ Children will be given every opportunity to write in Welsh for a range of purposes using a range of genre to a range of audiences across the curriculum. 	<ul style="list-style-type: none"> ▪ Pupils are taught the sounds of the Welsh alphabet ▪ (KS2); children will be given every opportunity to develop their reading skills from simple flash cards, signs on walls, labels on displays, a variety of both factual and fiction books and magazines.

ICT

In Aberdare Park Primary School, the development of the specific skills of ICT are essential to enable our children to be prepared are taught through the use of the Cornerstones Curriculum, all skills are then highlighted on the Incerts Electronic Assessment Program. ICT is a key skill and as such the use of these skills will be seen throughout all other lessons.

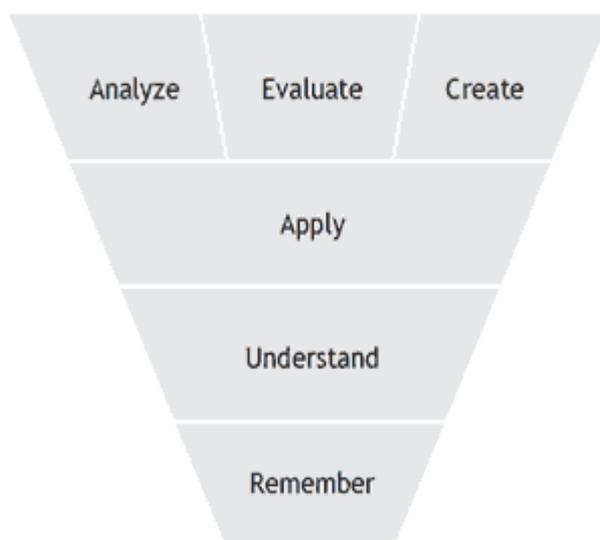
In the Foundation Phase, ICT is taught throughout all areas of the curriculum. Skills are taught as and when appropriate.	In Key Stage Two, the ESIS Scheme of Work is followed. ICT is taught discretely and linked to curriculum areas.	There is an ICT area in every class and activities are prepared to support all of the areas of the curriculum.
ICT as key skill is specifically planned for and incorporated into class teaching.		

Bloom's Taxonomy

The Taxonomy of Educational Objectives, often called Bloom's Taxonomy, is a classification of the different objectives and skills that teachers set for pupils.

Bloom's Taxonomy divides educational objectives into three "domains:" Within each domain are different levels of learning, with higher levels considered more complex and closer to complete mastery of the subject matter.

A goal of Bloom's Taxonomy is to motivate teachers to focus on all three domains, creating a more holistic form of education.



The diagram above depicts the belief that remembering is a prerequisite for understanding and that understanding is a prerequisite for application.

Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York, USA: Addison-Wesley Longman.

Below are examples of the types of questions you should use to move your pupils through the stages of learning within each curriculum area and for each aspect of the range within that area.

QUESTION TIME!

KNOWLEDGE – involves recall of previous learning:

- What do you know about.....?
- Can you find out about.....?
- Where does it say.....?
- Who is it about.....? Who did it.....?
- What is it called.....?
- How many.....?
- What types of....are there...?
- Can you remember...?

COMPREHENSION

- What do you understand.....?
- Why do you think.....?
- Can you give a reason for.....?
- Can you explain how/why/what?
- Why did...?
- Why does.....?
- How isfeeling?
- Which is and why....?

APPLICATION

- Can you explain why/how/which.....?
- What would you have done....?
- What do you think will happen/would have happened next.....?
- What makes you think.....?
- What would you use for.....?
- How would you use.....?
- How would you organise.....?
- Why is.....an example of.....?
- How couldbe improved?
- How could thisbe further developed?
- Knowinghow would you deal with....?

ANALYSIS

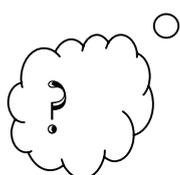
- How would you group/sort/categorise/classify?
- Can you work out the parts/features/structure of...?
- How can you show the differences/similarities of.....?
- What patterns can you find.....?
- What evidence can you find to.....?
- What can you infer/conclude from.....?
- What is important.....what is irrelevant?
- How doesrelate to.....?
- What is the emerging theme.....?

SYNTHESIS

- Can you think of a better way to.....?
- What would you have done if.....?
- How would you tackle this next time....?
- How would you change/adapt to make a new.....?
- Given the choice, what would you do...?
- Could you design/invent a new way to.....?
- What could you add to improve/embellish/enhance.....?
- What might you remove to improve/clarify....?
- Are there any other ways you could....?

EVALUATION

- How successful was.....?
- How would you rate.....?
- What do you think of.....?
- What makesgood/bad/average?
- What went well/didn't go well?
- What did you find out.....?
- What would you recommend?
- How would you.....?



'It is crucial for people to have skills in questioning, analysing, comparing, contrasting and evaluating so that they will not become addicted to being told what to think and do...'