

Introduction

Ysgol y Rofft - The Rofft School is an inclusive, happy, creative school, where well-being is central to our approach. Our broad, balanced innovative curriculum encourages initiative, independence and a respect for others, where productive collaboration and learning from others is valued. Experiential learning at The Rofft creates opportunities that allow minds to problem solve and confidently explore, enquire and evaluate real-life contexts, both indoors and outdoors, individually and collaboratively. Our children are happy, confident individuals ready for life beyond the educational setting – positive, aspirational contributors. This approach is embedded in our vision statement which is the foundation of our curriculum design:

Happy, Creative, Confident – Inspired to Achieve Together



Aims and objectives

We aim to provide a broad, balanced curriculum taught through stimulating, innovative, real-life tasks that include the use of practical resources and varied indoor and outdoor learning environments. This allows all children to develop a skillset for the future, enabling our learners to reach their full potential, irrespective of socio-economic background, ethnicity, gender or creed.

Through our teaching we aim to:

- ✓ inspire a love of learning that focusses on continuity and progression for all our learners demonstrating the process of a clearly understood learning journey;
- ✓ ensure our curriculum encompasses all four purposes to enable learners to become:
 - ambitious and capable, ready to learn throughout their lives;
 - enterprising and creative contributors, ready to play a full part in life and work’
 - ethical and informed citizens of Wales and the world;
 - healthy and confident, ready to lead fulfilling lives as valued members of society;

- ✓ extend, deepen and enrich skills and concepts to ensure progression in learning appropriate to our children's developmental stage within.

The six Areas of Learning and Experience (AOLEs)

- Expressive Arts
- Health and Wellbeing
- Humanities
- Languages, Literacy and Communication which includes English, Welsh, International languages and sign language
- Mathematics and Numeracy
- Science and Technology

Cross-Curricular Skills

- Literacy
- Numeracy
- Digital Competency

Cross-Cutting Themes

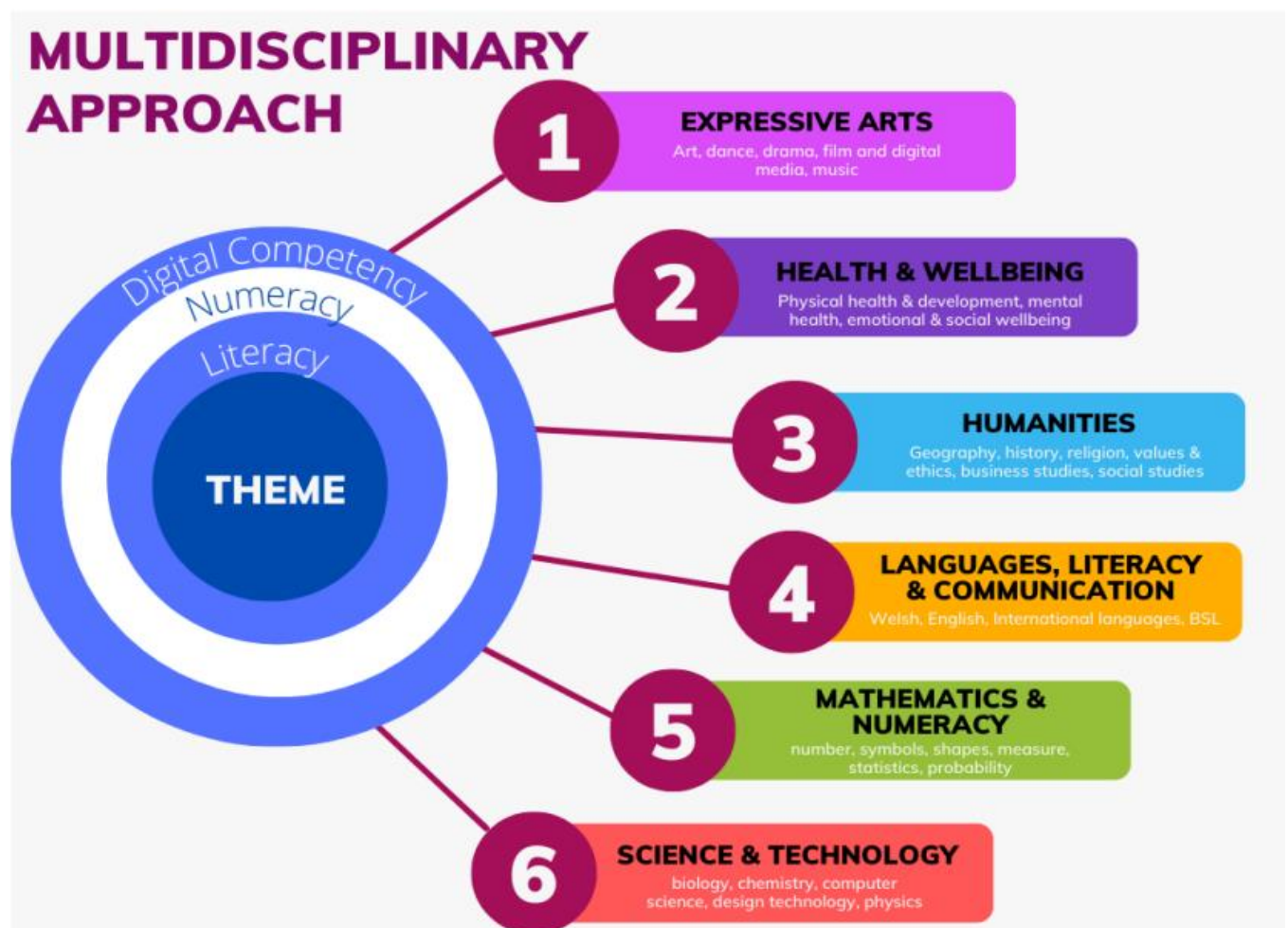
- Relationships and Sexuality Education (RSE)
 - Human Rights
 - Diversity
 - Careers and work-related experiences
 - Local, national and international contexts
-
- ✓ provide innovative, immersive and challenging learning experiences that enable learners to be fit for life – a skillset beyond the educational setting;
 - ✓ enable children to become the very best versions of themselves through fostering resilience when meeting new challenges ('Mistakes help us to learn'), a positive growth mindset and reflective practice;
 - ✓ ensure pupil wellbeing is a priority utilising programmes such as 'My Happy Mind' and integrating the 5 Ways to Wellbeing programme in order to:
 - make the most of opportunities and deal with stressful situations by taking time out and learning how to cope when things get tough;
 - increase their interpersonal, empathy and communication skills through being proactive contributors within our local community;
 - increase their chances of employability and self-worth by taking notice of personal strengths, skills and attributes plus recognising what they have to offer others.
 - ✓ foster a child-influenced approach where children use their pupil voice to:
 - plan projects and shape what and how they would like to learn both inside and outside the classroom plus individually and collaboratively;
 - make useful contributions to shape school life within pupil voice groups such as School Council, Class Councils, Eco-Council, Digital Leaders, Criw Cymraeg and Wellbeing Ambassadors;
 - ✓ support government policy including Bilingualism, Curriculum Cymreig/Wales, Healthy Schools, Education for Sustainable Development and Global Citizenship.

Quality teaching and learning

This is characterised by:

- curriculum design and organisation – highly focused learning experiences with sharp objectives and associated success criteria;
- high levels of interaction for all pupils;
- teacher and peer questioning, modelling and explaining;
- assessment, target setting and tracking - An emphasis on learning through dialogue, with regular opportunities for pupils to talk individually and in groups;
- an expectation that pupils will accept responsibility for their own learning and work independently;
- praise and encouragement to motivate pupils further;
- a welcoming, well organised and interactive learning environment that support the children's wider needs through pupil grouping and intervention;
- creating a happy, secure environment which supports and encourages good behaviour, fostering mutual respect, empathy, understanding plus promoting self-esteem and the development of self-discipline;
- having a sense of ownership, purpose and voice concerning what and how they learn which engages, motivates and sustains the interest and enthusiasm of our children.

Personalised educational experiences are at the heart of effective teaching and learning. At Ysgol y Rofft we adopt a multi-disciplinary, integrated approach – tackling a real-life themes or topics from diverse perspectives, encouraging a more holistic understanding of the world.



In addition, we thoughtfully use a range of pedagogical styles depending on the context of the learning experiences and the needs and developmental stage of the child.

Pedagogical styles include:



Other aspects include:

- a range of Assessment for Learning strategies (See AFL paperwork):
 - questioning and modelling strategies
 - planning, collaborating and presenting
 - giving and following up on formative feedback
- experiential learning – enquiring, exploring, experimenting, problem solving, designing, making and evaluating both inside and outside the classroom;
- pupil influenced / pupil voice experiences;
- working collaboratively e.g. whole-class, group, paired and independent work;
- use of blended learning techniques including ICT and digital tools;
- creative enrichment (learning is an active process)– extra-curricular activities, fieldwork, visits to places of educational interest, visitors and peripatetic music sessions;
- experiences that incorporate community, diversity, inclusivity and equality;
- holistic approaches including a focus on mental and physical well-being (5 Ways to Well-being, My Happy Mind);
- learning experiences that focus on communication e.g. debates, role-plays and oral presentations and hot seating.

The Metacognitive Journey

This is a learning journey where children at The Rofft are enabled to become the very best versions of themselves through a positive growth mindset and reflective practice. Children have time to Notice, Analyse, Respond and Reflect on their learning and 'Tro Nesaf' by actively taking part and critically analysing their own learning by asking these questions:

- What am I learning / revisiting?
- Why am I learning this?
- How am I learning?
- Have I responded to my 'Tro Nesaf' - verbal / written feedback on how I can improve? Is my work going to plan? How can I prove this?
- What strategies, techniques and transferrable skills am I using and carrying forward?

In addition to this, we also adopt the coaching conversation mindset 'GROW':

Goal – What is my Tro Nesaf? What do I need to improve / change?

Reality – What is stopping me / helping me?

Options – How can I get to my goal?

Will – Which options will I use to achieve my goal

Formative Feedback

Verbal Formative Feedback

- Staff engage children in meaningful discussions about their work based on the Learning Objectives, Success Criteria and individual target areas
- Pupil-teacher conferences
- Pupil Progress Pitstops

*For additional information see The Rofft's Marking and Feedback Policy – see appendix 1

Written Formative Feedback

- ✓ Written Formative Feedback allows children to:
 - **Notice** – read / remind themselves of their target
 - **Analyse** - how they can achieve their target through the use of examples provided
 - **Respond** - focus on trying to implement their target while they are working
 - **Reflect** on how successful they have been at implementing their target once their work has been completed.
- ✓ **The Rofft School Feedback Code** - For additional information see The Rofft's Marking and Feedback Policy (appendix 2);
- ✓ **Learning Objectives and Success Criteria** - For additional information see The Rofft's Marking and Feedback Policy (appendix 3);
- ✓ **Assessment for Learning Strategies** - For additional information see The Rofft's Marking and Feedback Policy (appendix 4) for examples of 'The Road to Progress' AFL maps;
- ✓ **Self and Peer Assessment** - For additional information see The Rofft's Marking and Feedback Policy (appendix 4).

Summative assessment

Day-to-day assessment is enhanced by:

- statutory online personalised assessments in reading, numeracy and reasoning from years 2 to 6 and Nursery On-Entry and Reception Baseline Assessment;
- the PASS survey to assess children's wellbeing;
- Read Write Inc. half termly assessments;
- SWST – spelling assessment;
- ALN assessments;
- Regular continuous assessment.

Intervention

It is expected that nearly all children at Ysgol y Rofft will make at the very least the expected rate of progress through high quality learning experiences taught both inside and outside the classroom. However, for some children this approach may not be sufficient and these children, at various stages, may benefit from additional intervention programmes to enable them to make the progress required to achieve their full potential.

Central to the effective planning of an intervention programme is the knowledge the teacher has of a particular child or group of children. We make observations, ask questions and look at the outcomes of lessons to determine whether a child is appropriately supported and challenged. We work with children to move them to the next step in their learning and provide scaffolding for those who need it. When considering children for intervention programmes, a wide range of assessment and wellbeing evidence is drawn upon to support judgements made about a child's progress.

Pupil grouping

All classes are mixed ability. In order to:

- meet the learning objectives,
- support children who have Additional Learning Needs,
- provide appropriate challenge for those more able,

teachers use a range of grouping options across the year group and within their classes, such as:

- ability groups,
- skills based grouping,
- paired work (talking partners) to facilitate discussion,
- individual work,
- pupil choice,
- whole class groups.

The learning environment

Our classrooms are well organised, purposeful and interactive learning environments. Our working walls ensure that the classroom displays support the work studied by the pupils – offering self-help strategies such as: top tips, scaffolds and prompts that help children meet their learning needs.

All classrooms are well-resourced, facilitating a wide range of different teaching and learning activities. We believe that an engaging, interactive environment sets the climate for learning and promotes the independent use of resources.

Creative use of internal space has provided areas for small group intervention work or individual work and increasingly, external spaces are being used to provide the 'outdoor classroom'.

Curriculum organisation

We use the Curriculum for Wales, the Digital Competence Framework and Literacy and Numeracy Frameworks to guide our teaching. This sets out the aims and objectives plus outlines what is to be taught across the school. This is reflected in our planning. Teachers use the Statements of What Matters against each Area of Learning and Experience to aid planning. In personalising the curriculum, we aim to find appropriate challenges for pupils and address their particular needs so that they may all have an equal opportunity to succeed.

Enrichment – Learning is an active process

Helping children to discover and/or develop new interests is essential to their personalised journey and allows our learners to have a fully rounded education. Such experiences allow children to explore areas of interest, develop their social skills and increase self-confidence in different environments, fostering a can-do approach when encountering new experiences.

During the school year a range of risk-assessed activities are organised to enhance the curriculum:

- residential visits
- extra-curricular clubs
- educational visits
- visitors to school

The role of the Governing Body

Our Governing Body determine, support, monitor and review the school policies on learning and teaching. In particular they:

- support the use of appropriate teaching strategies by conducting learning walks, book looks and conferencing with the children;
- ensure that the school buildings and premises promote successful learning and teaching;
- ensure that high quality staff are appointed;
- monitor how effective learning and teaching strategies are in terms of raising pupil attainment through link visits to the school and in consultation with AoLE leaders;
- ensure that staff development and performance management policies promote good quality learning and teaching;
- monitor the effectiveness of the school's learning and teaching policies through the school self-review processes. These include reports from subject leaders and the headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

The role of school staff

We believe that school staff have a fundamental role to play in helping pupils to learn. We inform parents/ carers about what and how their pupils are learning by:

- holding open day/evening events to explain our school strategies for learning and teaching for prospective parents/carers;
- holding meet the teacher / transition meetings which talk about classroom routines, expectations and learning experiences including curriculum content;
- sending regular communications via various channels e.g. Seesaw, Google Classroom, newsletters, Parent Mail, school website and social media e.g. Facebook and X.
- offering Autumn and Spring progress meetings where our pupil GROW sheets are shared with parents, detailing their child's next step targets;
- sending annual reports to parents/carers in which we explain the progress made by each child and indicate how the child can improve further – next steps;
- explaining to parents/ carers how they can support their pupils with homework/ reading (refer to The Rofft's Handbook – How you can help strategies).

The role of parents and carers

We believe that parents and carers, as their child's primary educator, have the responsibility to support their child and the school in implementing school policies. Parents and carers have a responsibility to:

- 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;
- ensure that their child is supported with homework activities which consolidate learning
- inform class teachers if there are matters outside of school that are likely to affect a child's performance or behaviour;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

The role of pupils

We believe that our pupils have a responsibility to:

- fully engage in the learning experiences and to ensure their conduct allows other to do the same – be the best version of yourself;
- behave appropriately in school according to the school's rules;
- be polite and helpful to other pupils and adults in school;
- attend school and be punctual;
- talk at home about what they have learned at school – younger pupils to utilise Seesaw content to do this;
- respect the school environment and take care of resources;
- complete homework to the best of their ability;
- wear the correct school uniform;
- tell the teacher or an adult at home if they find the work difficult.

Evaluation & Review

This policy will be reviewed by the Senior Management Team and Governing Body and adopted by the Governing Body as per the schedule on the front page.