Principles of Learning and Teaching



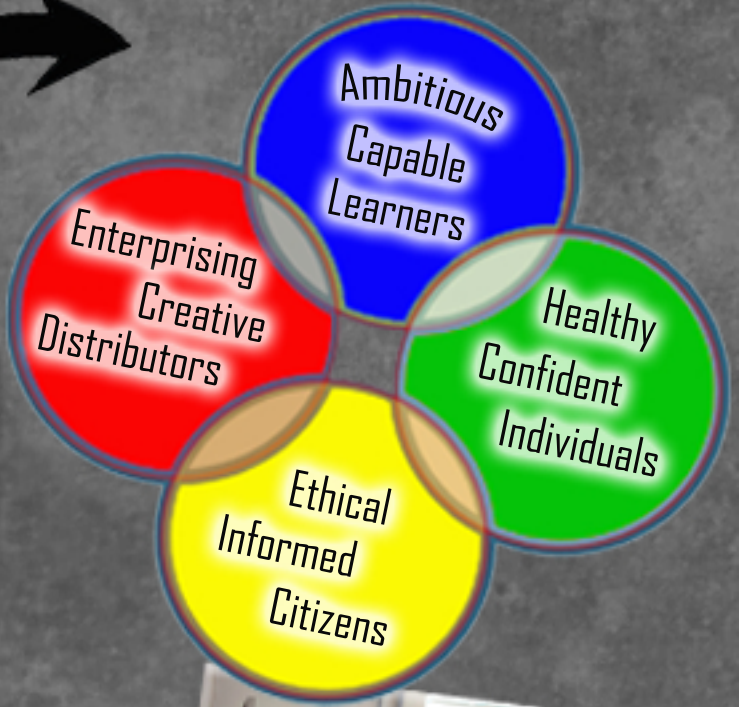
(Clipart Library, 2019)

Curriculum Reform

The new Curriclum for Wales guidance aims to guide each school to develop their own curriculum. The purpose for the change is to allow teachers the freedom to teach what they want in a way that suits them, with the desire to see their pupils learn and flourish.



'Wales started on this journey of reform because of a drive to improve standards – we want our young people to develop higher standards of literacy and numeracy, become more digitally and bilingually competent, and grow to be enterprising, creative and critical thinkers' (Williams, 2019)



The school curriculum should be designed to help all children and young people to develop in relation to clear and agreed purposes. The purposes should be constructed so that they can directly influence decisions about curriculum, pedagogy and assessment.
(Donaldson, 2015)





(Buchholtz's, 2017)

I am absolutely clear that to raise standards and extend opportunities, we need to empower schools and teachers by moving away from a narrow, inflexible and crowded curriculum. (Williams, 2019)

At School A they believe that the learning, teaching, achievement and well being of every child in our school matters. In partnership with parents and the community we strive to be a fully inclusive school within which all pupils have the opportunity to reach their full potential.
(School A Pupil Planner, 2020)

UNCRC Article 28 states: Every child has the right to an education

Key Skills Set to Achieve:

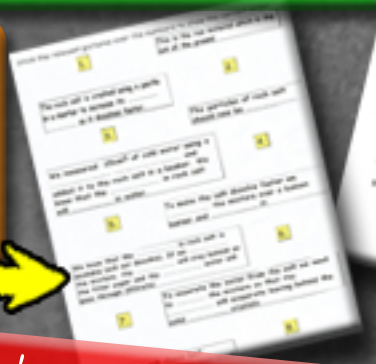
- Literacy and Numeracy Framework
- Digital Comptency Skills
- Transferable Skills
- Develop Independance



Due to the current situation the new curriclum is under constant review. However the Welsh Assemblily Government hopes to roll the new curriclum out from 2022.

Areas of Learning:

It is vital all learners can access the new curriculum so no one is left behind reguardless of their ability. Differentiation is key for pupils who experience barriers to their learning





The National Curriculum has established in law the principle that each pupil should have a broad and balanced curriculum, relevant to his or her particular needs. The curriculum must also help to develop the pupil as an individual, as a member of society and as a future adult member of the community. (School A Curriclum Policy, 2017)



Humanities

Expressive Arts

Maths and Numeracy

Health and Well-being

Science and Technology

English, Literacy and Communication

(Vectorstock, 2020)

Donaldson suggests that learning should be charactorised into 6 Areas of Learning.

(HWB, 2020)

Social Constructivism



(FirstDiscoverers, 2020)

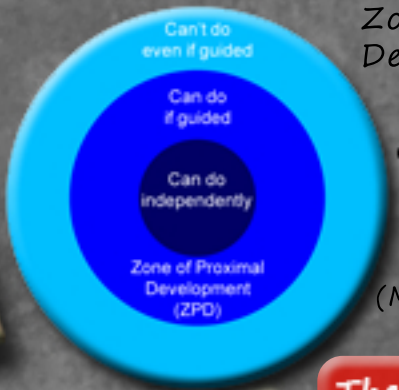
Lev Vygotsky was a psychologist who believed children learn about the world through physical interaction. Vygotsky's sociocultural theory asserts that learning is an essentially social process in which the support of parents, caregivers, peers and the wider society and culture plays a crucial role in their development. (FirstDescoverers, 2020)



'Productive classroom discussions that enable students to invent, create, imagine, take risks, and dig for deeper meanings, can only take place in a climate in which students feel safe to offer their ideas. Teachers can create such a climate by being mindful of the essential conditions of interactive teaching.'
(Wassermann, 2010)

Vygotsky believed children learn therough the interaction with peers and a More Knowledable Other. School A apply this through the use of class Teaching Assistants to support those with Additional Learning needs.





Zone of Proximal Developement

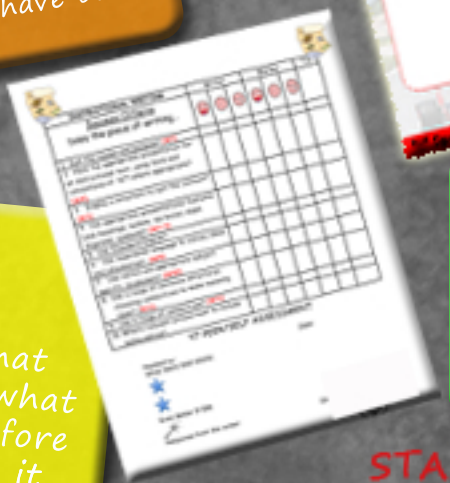
(MockingJay, 2017)

By applying different teaching strategies and tasks that encorporate the mix of independant and group work allows pupils to interact with those who may have better knowledge on the topic.



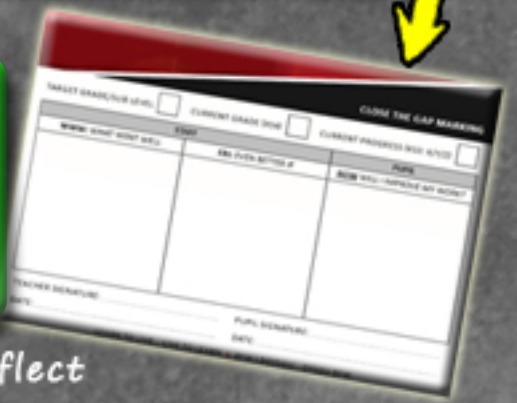
These Close The Gap stickers are used by staff at the end of each topic to provide feedback. These along with STAR tasks help improve and deepen pupils learning.





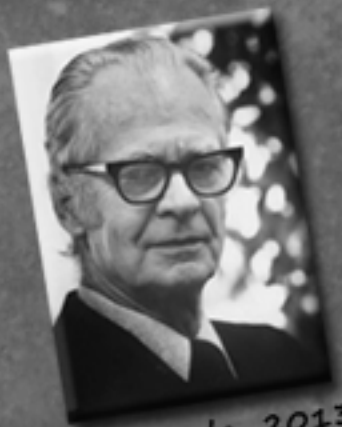
The use of peer and self assessement sheets allow for individuals to independently identify what they have done well and what they could improve on, before a peer looks and evaluates it.

They help to improve confidence and build resilience. Also helping students know how to improve their work in a simple way.



STAR - Stop Think Act Reflect

Behaviourism



(Maldonado, 2013)

Operant Conditioning, also known as the Behaviourist approach. Skinner considered learning to be a result of the rewards and punishments and due to the environment, or external stimuli.

(McLeod, 2018)

Positive Reinforcement → Positive stimulus → Repeat Behaviour

Negitive Reinforcement → Negitive Stimulus → Poor Behaviour

Skinner believed that when good behaviour or actions are rewarded with positive reinforcement the behaviour is likely to be repeated and behaviour or actions that result in negative reinforcement are less likely to be repeated.

To acknowledge positive behaviour and encourage desired behaviour, School A have devised 'Hot Chocolate Friday'



'The positive approach to discipline is preferable to the negative approach: encouragement and praise is more desirable and effective than criticism and punishment.'

(Positive Behaviour Policy, 2018)





(Shutterstock, 2020)

The rewards page in the pupil planner is where individals can recieve merits for positive and desired behaviour, with the opportunity to recieve a reward/prize.



School A deal with negative behaviour from the outset to ensure pupils understand it will not be tolerated. Through the use of sanctions, restorative practice or phone calls home, this form of negative reinforement the behaviours are less likely to be repeated.

Referenece List:

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