

Dunkirk Primary School Teaching and Learning Policy

This is a draft policy, as we work through the first year of the new National Curriculum. Staff will review effectiveness and impact of this policy at the end of the summer term July 2015 to identify any areas that need to change.

1. Introduction

1.1 At Dunkirk Primary School, we believe in the concept of lifelong learning, and in the idea that both adults and children experience and learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun and based on experience. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

1.2 This policy guides what teachers and support staff do, how time is managed, the organization of the classroom, the roles of parents and governors, and what the school does to create an effective learning environment. It is not a definitive list but a guide and an outline of expectations.

1.3 This Learning and Teaching Policy forms part of the school's induction for new staff.

2. Aims and Objectives

2.1 At Dunkirk Primary School, we are committed to promote consistency and high standards and the achievement of the school aims. We aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster:

- A high level of English and maths and an enquiring mind which wants to explore and challenge;

- Independent young people who are confident, flexible and able to cooperate with others;
- Imagination and creative expression through a wide range of media;
- Conscientious young citizens of our multi-cultural society who are tolerant and respect others' values;
- Pride in achievement and a desire to succeed;
- Effective links between the school, the child's home and the community which promote aspiration and high expectations;
- Equality of opportunity for all.

2.2 We firmly believe that effective learning and teaching should enable children to:

- Become confident, resourceful, enquiring and independent learners;
- Develop self-esteem, and help them to build positive relationships with other people;
- Show respect for a diverse range of cultures and, in so doing, promote positive attitudes towards other people;
- Understand their community, and help them feel valued as part of it;
- Grow into reliable, independent and positive citizens.

3 Planning the curriculum

3.1 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
- intrapersonal/reflective

3.2 Teachers will take these into account when planning lessons. Teachers will also take into account the school's provision map, gifted and talented register and ISP targets to ensure planning matches the needs and abilities of all learners.

3.3 Long term planning

3.3.1 Each half of a year is dedicated to a theme, with ideas and big questions generated by the children. The class teacher, artists and children explore the theme and identify. Staff produce an overview to identify curriculum coverage and subject leaders track coverage over time. This plan works alongside the National Curriculum objectives.

3.4 Medium term planning

3.4.1 Medium term plans are produced by class teachers with guidance from subject leaders. They state clearly what will be taught and when.

3.4.2 Medium term plans for every half term include:

- Learning Objectives (WALT) to be covered each week to illustrate intended progression

3.4.3 Each half term, AT1 investigation activity is planned for Science.

3.4.4 Plans for cross curricular subject will include as many writing opportunities as possible.

3.5 Short term planning

3.5.1 Short term planning is produced by class teachers to enable them to deliver what is in the medium term plans. The layout can be based on what works best for the teacher. Short term plans will show:

- Clear learning objectives in child speak language and learning outcomes;
- WILF success criteria;
- Differentiated tasks for 3 ability groups, including ant personalised provision for children on the SEN register;
- Opportunities to extend the higher achievers;
- The contribution the teaching assistant will make to the children's learning for that session;
- How ICT will be undertaken in the different subject areas;
- Foundation Stage planning based on Foundation Stage objectives and identify continuous and focused provision

3.6 Two weeks within each half yearly focus is allocated for an immersion study, if curriculum coverage is not fully supported by the theme.

3.7 Each half year, we will aim for the pupils to have a planned 'memorable exit event', comprising of an educational visit, visitors to the classroom, drama production either by them or performed to them, etc.

4 The quality of teaching

4.1 It is our expectation that teaching staff at Dunkirk Primary School will:

- Seek to inspire pupils;
- Challenge pupils and have high expectations;
- Show good subject knowledge and understanding in the way they present and discuss their subject;
- Be technically competent in teaching basic skills, including phonics and calculation;

- Plan to use a variety of teaching methods which will enable pupils to reach their potential;
- Plan the use of resources including teaching assistants and additional adults;
- Give clear and specific instructions and explanations;
- Act promptly to address any inappropriate behaviour;
Praise pupils for effort, achievement and good behaviour;
- Set homework effectively to reinforce and extend what is learned in school;
- Assess pupils both for summative purposes (to measure how well they have achieved) and on an on-going formative basis to lead future planning.
- Include opportunities for pupils to self-reflect and peer assess

4.2 When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum guidance to guide our teaching. This sets out the aims, objectives and values of the school. We know that planning will be adjusted.

4.3 Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. 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, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

4.4 We plan our lessons with clear learning objectives (WALT). We take these objectives from the National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed, and the way in which we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.

4.5 Each of our teachers makes a special effort to learn more about each child as a learner and establish good working relationship. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regard to positive discipline and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children cannot follow the expectations, we follow the guidelines for sanctions as outlined in our policy on behaviour.

4.6 We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. All local visits are covered by one permission slip but for visits further than a mile or by coach etc. we inform parents, and obtain their permission, before the visit takes place.

4.7 All of our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

4.8 We conduct all our teaching in an atmosphere of trust and respect for all.

5 The Quality of learning

5.1 Pupils' learning is monitored by how well they acquire new knowledge or skills, develop ideas and increase their understanding.

5.2 They should demonstrate their ability to apply intellectual, physical or creative effort to their work. The pupils should work at a good pace and be productive.

5.3 They should show an interest in their work and be able to sustain concentration and think and learn for themselves.

5.4 Pupils should understand what they are doing, be aware of how well they have done and know how they can improve. There should be opportunities for pupils to reflect on what they are learning and talk about improvements.

5.5 During the lesson teachers will check for understanding by listening to pupils and asking challenging questions. The teacher will ensure they involve all pupils and that high standards of effort, accuracy and presentation are encouraged. At the end of the lesson the pupil outcomes will normally be consistent with the objectives set at the beginning.

6 The structure of lessons

6.1 All teaching will be structured to maximise learning opportunities, and lessons will be planned in accordance with the following principles:

- Lessons will start promptly;
- Resources will have been planned and prepared before the lesson;
- Teaching will build on previous learning;
- The lessons will have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies;
- The teaching will indicate what the next step in the learning will be.

7.3 The Year 6 curriculum will focus on the core subjects and PE provision until May, and learning will be cross-curricular after this to ensure the topics are covered

8 The role of IT

8.1 IT will be planned to improve learning and teaching in different ways. Staff plan with the IT consultant to enable new skills to be effectively taught and resourced. Cross-curricular links are identified but key skills and understanding within IT must be taught, including coding.

9 Opportunities

9.1 We offer opportunities for children to learn in different ways. We believe very strongly that not all learning should be recorded in pupil books. That there should be opportunities for children to take part in practical activities, include 'Talk for Learning' by orally rehearsing and editing ideas in pairs or groups. These include:

- Investigation and problem-solving;
- Research and discovery;
- Group work;
- Pair work;
- Independent work;
- Whole-class work;
- Asking and answering questions;
- Use of IT;
- Fieldwork and visits to places of educational interest;
- Creative activities;
- Watching television and responding to musical or tape-recorded material;

- Debates, role-plays and oral presentations;
- Designing and making things;
- Participation in athletic or physical activity.

9.2 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn - what helps them learn, and what makes it difficult for them to learn.

10 The role of teaching assistants and other adult helpers

10.1 We know that teaching assistants make a major contribution to the work of our school and we recognize the significant contribution that teaching assistants and other adult helpers can make in raising standards and increasing efficiency.

10.2 Teaching Assistants and other adult helpers are deployed in a variety of ways. They work with individual children and sometimes they work with small groups as part of interventions and differentiated work in class.

10.4 Our teaching assistants also assist with the preparation and storage of classroom equipment to support learning.

10.5 Our teaching assistants will be engaged in a very wide range of tasks, which can be categorised and detailed as follows:

Support for pupils, by:

Delivering, evaluating and monitoring

- Supporting any specific personal needs ;
- Helping them use any equipment to support learning;
- Establishing good relationships;
- Responding to their needs, yet encouraging independence;
- Promoting their self-esteem;

- Promoting inclusion;
- Enabling individuals or groups of pupils to engage with the learning tasks set by the teacher, and to work towards individual targets and learning plans.

Support for the curriculum, by:

- Helping pupils understand instructions, through repetition, rephrasing and modelling;
- Being fully involved in the delivery of support programmes such as Early Literacy Support (Y1), Literacy Support (Wave Y3, Sir
- Showing pupils how to use IT to develop their learning, selecting, preparing and maintaining learning equipment and resources.

11 The learning environment

11.1 We believe that children learn best when they are happy, interested and motivated by the curriculum.

11.2 Teachers will ensure the learning environment is kept clean, tidy and well organised. Although the cleaning team are responsible for daily cleaning, teachers will encourage the children to place coats on pegs, tidy up trays and books after lessons and develop a sense of pride in the classroom learning environment.

11.3 Our classrooms are attractive learning environments. All classrooms have a range of dictionaries and of both fiction and non-fiction books, as well as displays relating to reading, writing and maths. We also use displays as learning prompts for the children (working walls). We believe that a supportive environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children. We believe that interactive displays support pupils' learning. This may be achieved in a variety of ways.

However we also acknowledge that a classroom can overload children (with specific needs) and so staff need to be aware and plan their environment to meet the needs of their cohort.

11.4 Engaging Pupils

11.4.1 Engaging pupils in learning – more ownership by pupils:

- Asking questions;
- Exciting ideas;
- Fresh/relevant to current topics and themes;
- Challenging;
- Colourful.

11.3.2 Keeping what is learnt in mind

- WALT/WILF
- Flip charts
- Mind maps
- Key ideas

11.3.3 Celebrating success

- Displaying good work and annotating why (WAGGOLL)
- Dojo points
- Exemplar materials

11.3.4 Clarifying routines

- Timetables
- Access to resources labelled
- Signs
- Visual activity cues

11.3.5 Encouraging independence

- Word banks, dictionaries, thesaurus
- Class responsibilities, monitor rotas

11.3.6 Inclusion

- Multi-cultural content in different languages
- Gender role models
- Named work by all pupils

12 Assessment for learning

12.1 We believe assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

12.2 At Dunkirk Primary School, assessment for learning:

- Is part of effective planning;
- Focuses on how students learn;
- Is central to classroom practice;
- Is a key professional skill;
- Affects learner motivation;
- Promotes commitment to learning objectives and assessment criteria;
- Helps learners how to improve;
- Encourages self-assessment.

12.3 We use the following strategies to link assessment to better learning and teaching:

- Teacher assessment and evaluation of learning outcomes and planning to inform the following session/day or week;
- Data from formal assessment to inform setting and planning;
- Assessment tasks, for example, writing, numeracy, science results to inform future planning
- Assessments from half-termly writing tasks and spellings from Year R to Year 6 to show children's progress.
- Teachers allow for improvement time in planning: children are given back work with suggestions as to how part of it might be improved, then allowed planned improvement time.

13 The role of the parents

13.1 We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning:

- By holding parents' evenings to explain our school strategies and parents workshops to support learning provision at home
- By sending information to parents, at the start of theme, which outlines the topics that the children will be studying during that term at school;
- By sending parents regular reports in which we explain the progress made by each child, and indicate how the child can improve further;
- By explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

13.2 We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents:

- To ensure that their child has the best attendance record possible by sending their child to school and on time

- To ensure that their child is equipped for school with the correct uniform and PE kit, which is kept at school;
- To do their best to keep their child healthy and fit to attend school;
- To inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- To promote a positive attitude towards school and learning in general;
- To fulfil the requirements set out in the home-school agreement.

14 The role of the governors

14.1 Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are used optimally to support teaching and learning;
- Check teaching methods in the light of health and safety regulations;
- Seek to ensure that our staff development and our performance management both promote good-quality teaching;
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the annual head teacher's report to governors, and a review of the in-service training sessions attended by staff.

15 Evaluation of our practice

15.1 Subject leaders are responsible for the monitoring and evaluation of their subject. This involves various activities such as discussions with teachers or pupils, shared teaching, monitoring books and/or planning, and informal observations. They will also check that

long and medium term plans are providing the coherence, progression, continuity and depth necessary.

15.2 More formal observations of teaching are carried out by the leadership team on a regular basis;

15.3 We implement an Appraisal Policy for teachers and teaching assistants. Annual reviews take place when targets will be reviewed and new ones set. Three targets (two based on pupil performance and one for individual professional development) are set each year for all teachers out of their NQT year.

15.4 Parents' evenings are held at least twice a year, and annual reports are written each summer to inform parents of their child's progress. The school has an open door policy, encouraging parents to call in for informal discussions at any convenient time.

16 Monitoring and review

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school, especially linked to the school's expansion.