



TEACHING AND LEARNING POLICY

Adopted by the Governing Body of Dunkirk Primary School:

Approval:	Head Teacher October 2019
Review:	October 2020
To be reviewed by:	Steve Parry & Kristabel Beeley
Committee responsible:	P&PC

1. Introduction

- 1.1 At Dunkirk Primary School we believe in life-long learning. We intend to equip children with the skills they need to access the curriculum now and in the next phase of their education. We do this through our daily teaching. We also intend to develop children's personal skills to enable them to become life-long learners. We do this through the PRIDE values which we believe will produce children who are motivated and determined to overcome any learning challenges
 - 1.1.1 P – Problem solving
 - 1.1.2 R – Responsibility
 - 1.1.3 I – Independence
 - 1.1.4 D – Determination
 - 1.1.5 E – Empathy
- 1.2 This policy guides what teachers and support staff do, how time is managed, the organisation 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 policy should be read in conjunction with the following policies: English, Maths, Curriculum, Feedback and Marking and Appraisal.

2. Aims and Objectives

- 2.1.1 At Dunkirk we aim to provide high standards and consistency in our education. We provide a caring and nurturing environment that leads to:
 - 2.1.2 High standards of reading, writing and spoken English
 - 2.1.3 High standard of mathematics
 - 2.1.4 Independence and the ability to collaborate with others
 - 2.1.5 Enquiring minds that are able to see things from multiple perspectives such as across historical, religious, cultural or geographical background
 - 2.1.6 Pride in own and others' achievements and a desire to succeed
 - 2.1.7 Understanding of themselves and their own community

3. Structure of the Day

- 3.1.1 EYFS structure the day to meet the needs of the current cohort
- 3.1.2 Year 1-6 teach English and Maths in the morning, and wider curriculum projects in the afternoon.
- 3.1.3 Y1-3 teach phonics to those children who are still acquiring the skills to effectively decode. Pupils are taught in matched ability groups across the



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phase. These groups also have a mini-big read lesson daily. The timing of this varies across campus, but is timetabled at the same time each day

- 3.1.4 Y4-6 and any children from Y1-3 who can already decode effectively have a daily Big Read lesson. Where possible this is taught in the morning
- 3.1.5 All year groups have 2 PE sessions each week. In Y2-6 this is in the afternoon.
- 3.1.6 All year groups have an ICT session to teach coding, This is taught in blocks in the afternoon. ICT skills should also be used across the curriculum.
- 3.1.7 Immersion weeks – there is an immersion week each term. This is linked to the yearly theme but unrelated to the ongoing work in the curriculum, and all work undertaken in that week directly relates to the theme of the immersion week. These will be shaped by the whole school. Some maths may need to be taught separately.

4. Planning

More detail can be found in the Curriculum Policy

- 4.1.1 Long term planning – The school curriculum follows a bespoke programme to meet the needs of our cohorts and community and termly texts are chosen to tie in with themes. English planning revolves around the text, and wider curriculum planning is project based with links to the text. Maths planning is based on the White Rose scheme of work. Science is planned as a standalone subject following the year group expectations from the National Curriculum (except in some instances in KS1 where science links to the project being taught).
- 4.1.2 Medium Term Planning – each term each year group will have a planning meeting alongside a deputy head teacher and other members of the wider school team. The purpose of this meeting is to identify potential projects that the text could inspire as well as English genre blocks and how to link the morning and afternoon sessions.
- 4.1.3 Following the MTP meeting, year groups complete an overview of the term for English and as many project plans as appropriate
- 4.1.4 Each English genre includes a piece of "Application Writing", the content of which will be from afternoon learning, and will be completed during wider curriculum lessons
- 4.1.5 Short-term planning – The school does not operate a consistent short-term planning format, believing that most teachers will produce a format that works best for their needs. However, the school expects the following things to be planned for and evident within all lessons (the school understands there may be exceptions when these are not evident, but this should be the exception not the norm, and the teacher should have a justification for why these things have been done differently in that lesson):
 - 4.1.6 WALT – "We are learning to..." – this is the learning objective as decided by the teacher and it will be shared orally and in writing with pupils
 - 4.1.7 WILFs – "What I'm looking for..." – these success criteria will be process based and support the child as steps to success at meeting the WALT
 - 4.1.8 Modelling – teachers explain and demonstrate each of the WILFs so that pupils are clear how to use these in their learning and approach of the task



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- 4.1.9 The role of the teaching assistant is to work with the teacher to identify specific areas to teach and support. This is through in class differentiation and behaviour support and specific gap teaching to address misconceptions:

Gap Teaching Procedure

1. RECOGNISE the outcomes from the lesson
2. AGREE which children need further support
3. IDENTIFY error or misconception (discussion/observation)
4. ANALYSE the learning to pinpoint gap
5. PLAN targeted sequence to address gap
6. TEACH targeted WALT/WILF
7. REVIEW outcomes in session and check work re: application of learning

5. Quality of Teaching

- 5.1.1 Teaching skills – We expect teachers to reflect on each of the following teaching skills (which relate to the teacher standards) and to ensure that they are developing these in their lessons. We encourage all staff to seek guidance and support from their peers or from senior leaders if they need further clarity on or support with these essential teaching skills. These are the skills which will lead to good and better progress in learning over time:
- 5.1.2 Effective use of time (teacher standard 4) – time in lessons is used effectively; teachers plan lessons very effectively, making maximum use of learning time for all pupils
- 5.1.3 Behaviour (teacher standard 7) - Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils; they manage pupils' behaviour highly effectively with clear rules that are consistently enforced
- 5.1.4 Clarity of Learning (teacher standard 2) - The intended learning is made clear to the pupils; WALTs and WILFs are explicit, process-based and support learning; pupils are clear about what they are learning and why
- 5.1.5 Addressing misconceptions (teacher standard 6) - Teachers check pupils' understanding systematically and effectively in lessons and quickly identify and support those pupils who start to fall behind; they intervene quickly to help them to improve their learning; teachers tackle misconceptions at the point of learning or plan for future adaptations/ support
- 5.1.6 Subject knowledge (teacher standard 3) - Confident subject knowledge is demonstrated through the clarity of the lesson and the associated explanations/ demonstrations
- 5.1.7 Questioning (teacher standard 2) - Questioning skilfully probes pupils' responses and tasks and explanations are reshaped so that pupils better understand new concepts and make good progress within the lesson
- 5.1.8 Feedback (teacher standard 6) - Teachers give pupils feedback in line with the school's assessment policy; pupils use this feedback well and they know what they need to do to improve; pupils develop the capacity to learn from mistakes and they become keen learners



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- 5.1.9 Independence (teacher standard 2) - Most pupils commit to improving their work; they are given time to apply their knowledge and understanding in new ways that stretches their knowledge and skills
- 5.1.10 Embedded knowledge (teacher standard 4) - Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely; opportunities are provided for the application of previously taught skills
- 5.1.11 Pitch (teacher standard 1) - Assessment information is used to plan appropriate teaching and learning strategies and to pitch lessons according to the needs of all the pupils
- 5.1.12 Differentiation (teacher standard 5) - The level of challenge is appropriate for all learners; HA children will be challenged through depth of understanding and ability to apply concepts rather than through more advanced content.

6. Quality of Learning

- 6.1.1 The quality of pupils' learning should be monitored by the teacher, and will also be monitored by senior leaders. What senior leaders observe about the quality of pupil learning will be discussed with individual teachers or teams, or may provide the basis of phase or school level CPD. Pupils will be monitored to see how well they acquire new knowledge and skills, develop ideas and apply previously acquired learning, and increase their understanding. We expect pupils to:
 - 6.1.2 Show an interest in their work and sustain attention and concentration
 - 6.1.3 Think for themselves and work productively in the absence of an adult
 - 6.1.4 Understand what they are learning and why
 - 6.1.5 Know what to do if they are stuck
 - 6.1.6 Reflect on their work and know how to improve it
 - 6.1.7 Use high standards of effort aiming to produce accurate and well-presented work
 - 6.1.8 Work at a good pace

7. Structure of lessons

- 7.1.1 All lessons will start promptly
- 7.1.2 WALT and WILFs will be shared
- 7.1.3 Learning will be modelled
- 7.1.4 Children learn in different ways and different pieces of learning are best taught in different ways. We would expect that learning could take many forms such as:
 - 7.1.5 Independently, either in books or in another format
 - 7.1.6 Paired, group or whole class work
 - 7.1.7 Discussion based work
 - 7.1.8 Investigation and problem solving
 - 7.1.9 Research and discovery
 - 7.1.10 Hands on exploration and evaluation
 - 7.1.11 Asking and answering questions
 - 7.1.12 Drama, debates, presentations and role play
 - 7.1.13 Fieldwork and educational visits
 - 7.1.14 Classroom, hall or outdoor work
 - 7.1.15 Designing, making and creating things



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- 7.1.16 Cross-curricular use of ICT
- 7.1.17 Use of music, radio, TV or video
- 7.1.18 Athletic and physical activity
- 7.1.19 Reviewing and reflecting on learning that has occurred

8. The Learning Environment

- 8.1.1 Children learn best when the learning environment is organised to meet their needs. Teachers will ensure the learning environment is kept clean, tidy and organised and will involve children in this
- 8.1.2 Children need to be able to use the resources and environment to support their learning independently. This is of benefit to both pupil in developing their independence, and teacher in that they are not interrupted. Teachers should ensure that all aspects of the Environment Checklist (see Appendix A) are in place in their classroom and that the pupils know how to use the environment to support their learning
- 8.1.3 The learning environment should remain neutral and uncluttered. This ensures that the focus remains on the learning and that children with sensitivities do not become over-stimulated or confused

9. The role of parents

- 9.1.1 Where parents are involved and engaged in their children's learning this has positive effects on children's outcomes. The school seeks to engage parents by:
- 9.1.2 Holding an initial "meet the teacher" event at the start of each academic year
- 9.1.3 Holding termly parents evenings to give feedback on children's progress
- 9.1.4 Having an "open-door" policy where parents can request to speak to the teacher at an additional meeting (planned within a week from the parent raising the issue)
- 9.1.5 Being visible and approachable to parents - at arrival and dismissal and for an extended period from 8.45am on a Friday morning
- 9.1.6 Holding curriculum workshops to support parental understanding
- 9.1.7 Informal events to encourage parents to feel at home within the school
- 9.1.8 Parents are keen to understand what their children are learning about in school and how best to support them with this.
- 9.1.9 Each term classes will send a leaflet that:
 - 9.1.9.1 informs parents of what the projects in class will be
 - 9.1.9.2 suggests ways that parents could support this learning at home
 - 9.1.9.3 invites parents to attend a school event linked to a class project (e.g. a gallery, a performance, a story session)
- 9.1.10 Teachers should also communicate the additional home learning expectations:
 - 9.1.10.1 YR-Y6 daily reading and recording of this in the reading diary
 - 9.1.10.2 YR-2 High frequency "House Words" for reading and spelling
 - 9.1.10.3 Y3-6 spellings
 - 9.1.10.4 Y3-6 times tables
 - 9.1.10.5 Y2 (half way through year) –Y6 English and Maths workbooks – page numbers to be set each week, not marked, this is to support children at home