



Dilton Marsh Church of England Primary School

Teaching and Learning Policy

This policy has been developed by a working group made up of:

- Head teacher: Jill Hibbs
- Senior Leadership Team: John Bullen, Sharon Broad, Chris Foyle

Schedule for review of this policy:

This policy was approved by the Governing Body on:	Draft, due to be presented to AC January 2021
The implementation of this policy will be monitored by:	Jill Hibbs
Monitoring will take place:	Annually
The Governing Body will receive a report on the implementation of this policy, generated by the monitoring group:	Annually
Next review date:	September 2021

This Policy should be read in conjunction with the following:

- Specific Subject Policies
- SEND policy
- Assessment, Marking and Feedback Policy

Dilton Marsh CEVC Primary School Vision

Together, we strive to provide a safe, nurturing and challenging environment within our Christian ethos of kindness and respect.

We share a passion for life-long learning and strive for the best outcomes for ourselves, others and the World.

Children are encouraged to become independent, curious and resilient learners with the ability to learn from their mistakes and accept challenges.

For Nothing is Impossible with God

Luke 1 : 37

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school's expectations.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that teaching is appropriately differentiated for all pupils.
- Establish targets for improvement.
- Enhance the professional development of staff.

Roles and Responsibilities

Learning is the purpose of the whole school community and it is a shared commitment. We recognise that education involves the children, parents, staff, Academy Councillors, the community and the wider Acorn Education Trust to work in partnership for optimum benefit.

With that in mind we ask that:

Children:

- arrive at school on time with the equipment they need for the day
- follow the agreed behaviour policy
- ask for help if they need it and support other children to ask for help too
- be responsible for their own learning, especially when demanding challenge in all they do
- do any homework set by their teachers

Parents/Carers:

- support their child in arriving at school on time with the equipment they need for the day
- support their child with homework
- ensure they are 'ready to learn' by ensuring they have enough sleep, food and exercise through the week
- fill out any forms or permissions slips that the children bring home
- ensure all contact details are kept relevant and up to date
- give school timely warning of events that happen at home which may affect the child's happiness, progress and behaviour
- meet with the school regularly to discuss their child's progress at school

Teachers and Teaching Assistants:

- provide a challenging and stimulating curriculum, one that embraces the use of the school and local environment
- ensure that the environment is safe and stimulating too
- ensure that all children are challenged, including those that are working at greater depth
- be good role models for the children
- communicate with all staff with relevant information concerning the wellbeing of each child
- communicate with parents regularly about the child's wellbeing and progress at school
- ensure that assessment procedures are used to ensure that learning is progressive and continuous
- liaise with the community over events and issues that will be of interest to them and enhance the school curriculum in a meaningful way.

Academy Councillors

- monitor the standards of teaching and learning through liaison with subject leads
- monitor children's progress and attainment and challenge the data

Acorn Education Trust will

- support with professional development of staff
- provide shared opportunities for children across the trust
- ensure high standards by monitoring and sharing practise across the Trust.

Planning

Curriculum Overviews are produced by Subject Leaders to ensure that learning is progressive and skills and knowledge are built upon as children progress through the school. As a result children know more and remember more.

Curriculum Overviews form the basis of each class's Long Term Plan. Wherever possible links are made across subjects so that learning is more cohesive and learning opportunities are maximised. Subject Leaders review Long Term Plans in order to ensure that children have access to a broad and balanced curriculum.

Medium Term Plans will be developed each term and shared on Staff Drive. MTP include details of objectives to be learnt each week. Some non-core subjects are 'blocked', such as Science, History and Geography. This means that learning can be built upon the learning from the previous day. As a result children know more and remember more. Blocks will last 2 or 3 weeks.

Teachers ensure that:

- there are opportunities for different environments to promote learning
- personal, social, health and economic teaching opportunities are planned for

- they develop spirituality, developing their social, moral and cultural understanding.
- Trips and visitors

From the MTP weekly plans are written by teachers. For English and Maths, teachers used the agreed planning format (Appendix A) which reflect the Rosenshine Principles. Core subjects are planned in a way that teachers find most useful. Schemes, for example Jigsaw, Discovery RE, PlanBee, are used as living documents: providing teachers with guidance on pedagogical approaches and resources that help nurture pupils' understanding.

Bringing the planning to life:

Wherever possible teachers plan for an exciting stimulus within a unit of work to stimulate children's enthusiasm for the subject upcoming theme.

Rosenshine (2010, 2012) summarised at least 40 years of research on effective classroom instruction and devised a set of key principles that maximise impact of teaching in the classroom. From these we have developed agreed features of what effective lessons at Dilton Marsh CEVC Primary School should include over a sequence of lessons:

1. Begin a lesson with a short review of previous learning

Reviewing previously learned material strengthen the connections between pieces of knowledge. That is, it enhances understanding. Rosenshine suggests a five to eight-minute review of the previously covered material, including peer marking, asking questions, checking for misconceptions, correcting homework, and others.

2. Present new material in small steps followed by student practice

There is only so much novel information we can process at one time. If you ask pupils to do too much at the same time, they will probably fail.

3. Ask questions and check answers

To learn something, pupils need to practice it. Everytime pupils answer a question or solve a problem, they retrieve that information, memory for that information becomes stronger and more last-longing. The more variety of question types, the better.

4. Use models

Concrete examples and models are a good strategy to introduce a new concept. Explicit and detailed explanations and instructions are also recommended.

5. Guide practice

Rosenshine recommends that teachers stimulate pupils to rephrase, elaborate and summarise new material. According to him, successful teachers spend more time asking questions, checking for understanding, correcting errors and guiding students when working out problems.

6. Check for understanding

Constant checking is important to catch misconceptions before they harm learning. It also helps teachers notice if parts of the content need reteaching. Rosenshine suggests that teachers ask direct questions, instead of asking pupils if they have questions and assuming that silence means a full understanding of the topic.

7. Obtain a high success rate

This principle relates to making sure all pupils have mastered the current set of lessons before moving on to the next one. It involves checking for misconceptions and asking questions.

8. Provide scaffolds in difficult tasks

When pupils are completing a hard task, it is important that teachers provide temporary instructional support. These scaffolds can be gradually removed as pupils advance in their understanding and fluency on a particular topic. Rosenshine suggests using cue cards, checklists, worked examples and models as scaffolding. Teachers can also anticipate pupils' errors and warn them about them beforehand. Scaffolding is NOT just for pupils with SEND. Most pupils will need some form of scaffolding when they are learning something new.

9. Stimulate and monitor independent practice

Independent practice should be used after guided practice. That is, when pupils are already very competent in a topic, they can practice independently in order to become fluent and retrieve information automatically. Rosenshine calls this process "overlearning". Independent practice should cover the same topic covered in guided practice as pupils need to be fully prepared for it.

10. Conduct weekly and monthly reviews

Similar to Principle 1, Rosenshine advocates for a frequent review of previously learned material in order to help students reconsolidate information and create stronger connections.

All lessons should be planned to encourage:

- a positive ethos where making mistakes is encouraged as a way of learning
- a good pace so that learning moves on in order to keep all pupils engaged
- use of learning walls to support learning of key information
- all adults have high expectations and foster an ethos of self-belief in the pupils.
- opportunities for children to demand challenge at every step of the way
- opportunities for paired and group work
- a high level of oracy demanded from the children
- time for rehearsal and reflection and "talk partners" may be used. Children collaborate and teach others through a range of opportunities and thus are able to demonstrate their knowledge, skills and understanding.
- adults setting a good example
- a high expectation for good learning behaviours
- a high expectation for all children to succeed with support given to those that need it.

Differentiation

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace;
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;

- outcome;
- teacher/adult support.

SEND

Assessment, Recording and Reporting

There are 5 main assessment points throughout the year. These happen each term. Data is collected and analysed to ensure that all children and specific groups of children are making good or better than good progress. From this analysis, decisions are made about any extra provision required for any child/ren. If teachers identify a specific need at any point through the academic year, they will naturally respond to it immediately.

Communication with parents is ongoing as required. In addition, parents receive information at the following points in the year.

Sept	Oct/Nov	Dec	March/April	July
Meet the teacher sessions	Parents meetings	Data report	Data report Parents Evening	Full report Open afternoon

Data is also collected and analysed by the Trust at 3 assessment points.

Early Years Foundation Stage

Using transition documents and observations, teachers complete a baseline assessment, finalised by the end of September, for children in our Reception Class. Ongoing assessment through observations and Teacher Assessment (TA) inform the assessment points. Observations are recorded on Tapestry.

Phonics

All children in EYFS and KS1 are regularly assessed on the sounds they can segment and blend. Year 1 children, and children in Year 2 who did not meet expected standard, complete a phonics assessment based on the official end of year phonics screening test just before each assessment point to inform teachers of progress. This is recorded on the Phonics Attainment Tracker.

Reading

Ongoing teacher assessments are made against year group expectations and are inputted into Fischer Family Trust (FFT) Pupil Tracking each term. National Foundation Education Research (NFER) Reading tests are given to children from Year 1 upwards at assessment points each year. All assessments are monitored by Senior Leaders termly and at Pupil Progress Meetings.

Writing

Writing is assessed at the assessment points each year by class teachers reviewing written work throughout the term. A moderation exercise is completed 3 times a year to enable the Subject Leader to moderate judgements and to see progress across the school. Teacher Assessments are inputted into FFT each term.

Grammar, Punctuation and Spelling is assessed through NFER tests 3 times a year in Key Stage 2.

Maths

Ongoing assessments are made by teachers against key objectives for each unit. These judgements are used to inform Teacher Assessments each term. Like reading, NFER tests are given to children from Year 1 to Year 5 just before each assessment point to help inform teachers about the child's attainment and progress.

MULTIPLICATION SCREEN CHECK – YEAR 4

This is an online test for children. The test comprises of 25 randomly generated questions across all the tables, but with an emphasis on 6,7,8,9 & 12. Children have 6 seconds to answer a question before it moves on. Unlike the Phonics Screening, there is no resit for this test. Practice test 2 times in a year.

Year 6 complete SATs papers from previous years at the assessment points for all core subjects.

Monitoring and Evaluation

Subject leads and Senior Leaders monitor books and lessons through the year. Feedback is shared with teachers and Teaching Assistants. Monitoring of work and book scrutinies are also performed across Cluster schools and Acorn Education Trust to ensure continuing high standards and the sharing of best practise.