



Doxey Primary School

Teaching and Learning Policy

Date of Policy creation	September 2018
Policy lead	Tracey Wynn
Date of Policy adoption by Governing body	Autumn Term 2018 Full Governors
Frequency of review	Every 3 Years
Review due	September 2021



Teaching and Learning Policy

Our vision for Doxey Primary School is an inclusive, positive learning environment that is part of the wider community. We deliver a values based curriculum that is inspirational and creative, providing children with exceptional opportunities to develop a love of learning for life. Ensuring that all our pupils leave with a strong set of values and the belief that they can, and will, achieve.

Learning values, achieving goals.

To achieve this vision, we must ensure we give our pupils outstanding learning opportunities through outstanding teaching. We believe we will be more successful if this core goal is enshrined in a clear and shared approach to teaching and learning. This policy describes how we work together as a school; our common principles of teaching and learning.

Creativity is at the heart of teaching and learning

We believe that children who think creatively and independently are more likely to discover things for themselves, to be open to new ideas and to be motivated to work beyond lesson time to pursue topics of interest. Allowing children to think and work creatively develops self-confidence and builds up key learning skills e.g. how to manage their own behaviour, their understanding of the learning process, their preferred learning style, their ability to think systematically, to manage information and to learn from others.

Examples of how this policy looks in practice:

- There is an overarching topic each term and we are developing 'mini missions'
- There is no requirement to stick to the structures of any particular scheme of work. Working from the National Curriculum teachers are free to create the context for learning that they feel will most inspire the pupils, whilst covering all statutory requirements
- Each class has a creative curriculum budget. (Currently £100 per term)
- Teacher's use each other's expertise



Real life and first-hand experience

We maximise first hand and practical experiences using as many resources (objects, artefacts, people, places) as we can find. Teachers work hard to plan interesting and engaging work that stimulates imagination.

Examples of how this policy looks in practice:

- Each class has at least one visit or 'wow' experience each term
- Text based English planning involves many 'immersive' experiences
- CPA (Concrete Pictorial Abstract) approach is followed in Maths planning
- Children are encouraged to bring in resources to support class work

Teaching matches learning need

Teachers working at Doxey Primary must be strong in the full range of teaching techniques. We believe in matching teaching technique and strategy to learning need and objectives. This means that a week's lessons could include: whole class direct teaching and modelling, ability group work, mixed ability work, practical tasks, paired work and individual work. There should be a good balance between teacher/pupil talk and well-structured opportunities for pupil /pupil talk.

Examples of how this policy looks in practice:

- Clearly defined space for whole class teaching and tables arranged to facilitate group and individual teaching
- Groups are flexible so teachers respond to different rates of progress
- We make good use of 'talk partners'
- There are many opportunities for cooperative group work. (Commando Joe missions)

A Growth Mindset culture

Based on the work of Carol Dweck we celebrate and aim for growth mindset at Doxey. We believe that the best thing to do is to teach children to love challenges, enjoy effort, see mistakes as learning opportunities and carry on learning. Our children recognise that effort, persistence and good teaching are what help them improve. Rather than praising success we praise effort and persistence. If children have fixed mindsets they find it hard to cope with failure, we teach children to see mistakes and failure as positive.

Examples of how this policy looks in practice:

- Our feedback and marking policy includes next steps so that learning for all children is seen as a way to grow
- We don't have set ability groups for the year



- 'Good mistake' is a well used phrase. Children know that mistakes are how we learn and that failure is part of learning
- Children strive to improve their 'personal best'

Assessment priority is assessment for learning

We aim to include children in assessing their learning as much as possible. Teachers are constantly assessing, as they ask questions and lean over shoulders. We make this formative assessment for learning our priority. We also value summative assessment of learning and carry out standardised tests once a term to assess pupils against national standards.

Teachers meet with parents individually to discuss progress mid Autumn term, mid Spring term and at the end of the school year when teachers write a very full report on each child.

Examples of how this policy looks in practice:

- Where possible work is marked alongside the child. If not then before the next lesson
- What needs to happen next to improve is discussed and explained
- Doxey's points expectation chart is understood by all and shared with parents
- Adapted Roz Wilson grids for writing and reading are used by teachers and children
- All formal assessment levels are added termly to SIMs, so that each class, groups and individuals can be tracked

Appendix 1

What makes outstanding learning?

The following outlines the key characteristics of outstanding teaching and learning that we considered in our Inset day September 2018. As a staff we are fully committed to trying to ensure that we give the pupils outstanding learning opportunities through outstanding teaching. We continually reflect upon how individually each of us contributes to that aim.

The basics:



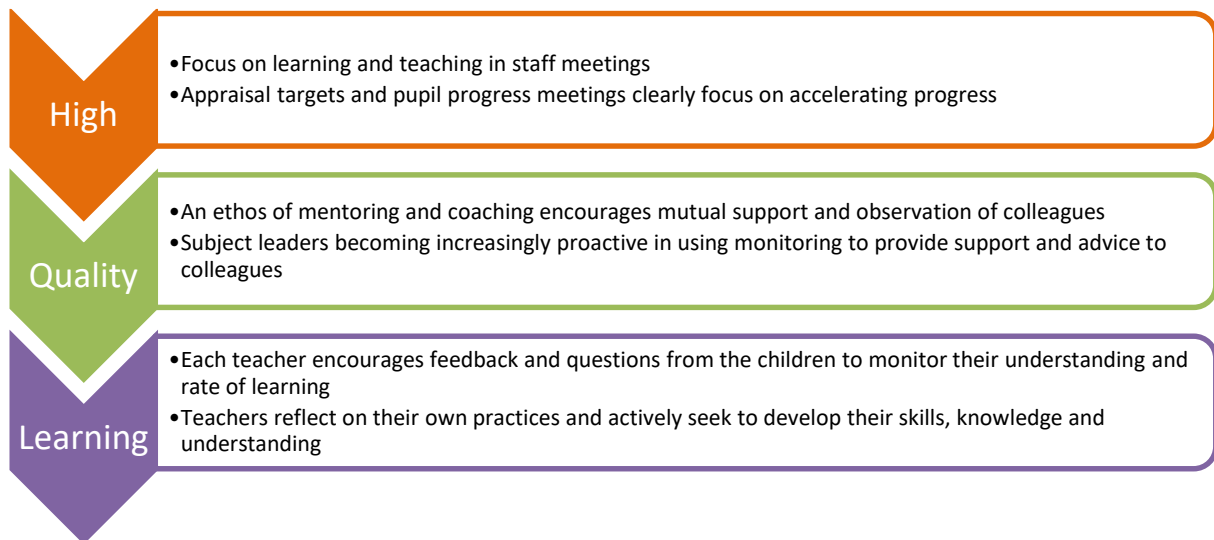
In an outstanding lessons every learner makes excellent progress. Each child needs to know how they can improve and that there is no limit to their achievement.

We need to see increasing evidence at Doxey that we are moving from:

A focus on teaching → to → A focus on learning
 Assessment of learning → to → Assessment for learning
 Teacher as Leader → to → Children learning to learn

What does the evidence point to?

Research consistently points to the fact that the most successful schools are those in which high quality teaching and learning stems from teachers who are continuously looking to improve practice. In our school we are trying to develop this reflective culture by:



Thinking about lesson Objectives

A lesson objective should be:



Objectives that begin with ‘to know’ or ‘to understand’ can be vague whereas a more specific verb can help to focus teaching and learning – ‘to compare’ ‘to analyse’

An activity cannot be a lesson objective but it can be the means by which the child makes progress towards the objective. For example, ‘to draw a picture from observation’ is not in itself an objective. We need to look at the skills the child will need to carry out the activity. The objective may be ‘to use pencil marks to represent areas of shade.’

Objectives are not always given to children in all learning sessions. It is important that the teachers and pupils continuously ask three questions as they embark on their journey to know that learning is secure and purposeful: What are we learning about? Why are we learning about it? How will we know if we have been successful?

The successful learning environment

If we want the children to become successful, independent learners then we need to support them with an environment that gives the same message. Teachers constantly ask the following questions of their environment:



Meeting the needs of all learners

G, T & MA

Gifted, Talented and More able

- challenge through probing questions
- use Bloom's taxonomy
- provide extended home learning opportunities
- allow time for open ended tasks
- children take increasing ownership of their learning
- peer mentoring and coaching of others

EAL

English as an additional language

- consider use of support
- language rich learning
- in early acquisition of English is a different activity required?
- include pupil in class routines and make sure appropriate vocabulary is taught
- make use of visual stimuli wherever possible
- value home language

SEND

Special Educational need or disability

- pitch, can the pupil access the learning?
- does the pupil have a favoured individual learning style?
- plan for support to be provided but not for the whole lesson
- scaffold the learning
- insist on high standards
- praise effort and perseverance
- are extra resources or equipment needed?



Appendix 2

How can I improve the learning in my classroom?

Use this grid to identify any areas that you feel you need to work on. Do you need additional time or help to achieve your goal? If the answer is “yes”, talk to one of the Senior Leadership Team about this so we can help ensure that you are successful. If the answer is “no”, talk to one of the Senior Leadership Team so that we know what you are working towards and can support you in being successful!

	Assessment 1 - 10	How can I improve?
Clear learning objective		
Assessment for learning		
Variety of questions use		
Child self-assessment		
Supporting EAL children		
Supporting SEN children		
Supporting G&T children		
Differentiating learning		
Teaching is lively and engaging		
Children are challenged		
Effective use of TAs		
Develop independent learners		
Assessment feeds into planning		
Use of ICT/IWBs		
High quality displays		
Children’s behaviour is good		
My targets for the term: ✓ ✓ ✓		