



Dorothy Barley Junior Academy Teaching & Learning Policy

See also other policies on:

Curriculum

Behaviour

Marking and Feedback

All SEND & Inclusion policies

All Subject Policies

Whole School Non-Negotiables

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1 Introduction

1.1 At Dorothy Barley we believe in the concept of lifelong learning and the idea that both adults and children continue to learn new things every day throughout the course of their lives. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we aim to 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.

2 Aims and objectives

2.1 At our school, we aim to provide a rich and varied learning experience that allows children to develop their skills and abilities to their full potential.

2.2 Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

Our overall aim is to develop children who are effective, kind and considerate, prepared for education and life beyond Dorothy Barley.

3 Effective learning

Through this policy we aim to ensure that children learn effectively. The characteristics of effective learning are when pupils make good progress, respond well to challenging tasks

and adjust well to working in different contexts. To be effective learners children need to work in a sustained manner with commitment and enjoyment, be confident in raising questions and have perseverance when answers are not readily available. Also, children need to be able to evaluate their own work, select appropriate methods, organise the resources they need effectively and then be able to evaluate their own work. When appropriate, they also need to help each other.

3.1 We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of new technology;
- fieldwork and visits to places of educational interest;
- creative activities;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.
- flexible grouping and responsive/adaptive teaching
- Guided group work with staff
- Consolidation or explicit teaching of foundational knowledge

3.2 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn. This takes place through daily reflection on the previous day's learning. Children are given allocated time, normally at the beginning of each lesson to respond their teacher's comments (verbal or written) and use this as an opportunity to improve their work. Children have individual Reflection Target booklets to reflect on their learning journey and targets.

4 Effective adaptive teaching

Effective teaching is when teachers challenge and inspire pupils, expecting the most of them. Effective teachers have good subject knowledge, are technically competent in teaching phonics and other basic skills to support less able leaders and have the skills to provide challenging learning experiences for the more able. The best teachers will use a variety of methods to enable all pupils to learn effectively and will manage pupils well, insisting on high standards of behaviour. They will assess pupils' work thoroughly and use assessments to help and encourage pupils to overcome difficulties. Good teachers plan effectively, setting clear objectives that pupils understand and they use time, support staff and other resources effectively.

4.1 At Dorothy Barley we base our teaching on our knowledge of the children's level of attainment, using assessment frameworks for writing, reading and numeracy. 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, English as an additional language or more able, gifted or talented children we give due regard to information and the children's individual needs and information contained in their records. We have high expectations of all children.

4.2 Children have Reflection Target Booklets where individual targets are set using checklist list, tests and CT guidance. We review the progress of each child on an ongoing

basis and set revised targets. The children are also given the opportunity to reflect and comment on their learning journey.

4.3 We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum, Reach2s KPIs and REACH2/other schemes of Work. Lesson plans contain information about the tasks to be set, the resources needed, the strategies we will employ to make sure the needs of all pupils are met and the way we assess the children's work. Each teacher plans lessons on a daily basis (taken from the year group Medium Term Plan) in order to take account the learning which has taken place each day. This ensures that children can be challenged appropriately and any misconceptions dealt with promptly. Daily planning allows teachers to tailor every plan to the specific needs of their class. The MTPs should also make clear links with British Values and our School learning values.

4.4 All teachers work hard to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to behaviour and safety. We set and agree with children the class code of conduct at the beginning of each academic year and we expect all children to comply with these 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 misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

4.5 We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. We also carry out detailed risk assessments.

4.6 We deploy learning support assistants, special needs assistants and other adult helpers according to identified needs across the school. Sometimes these adults work with individual children and sometimes they work with small groups. On occasion, the school's Higher Level Teaching Assistants will teach whole classes.

5. Structure of lessons and teaching methodologies

5.1 Lesson planning

All lessons must be planned using the school non-negotiables for planning. Lesson flipcharts must include the following:

- Learning objectives and success criteria.
- Subject specific vocabulary lists
- How the lesson will be introduced, the main activity (any strategies a teacher is intending to use) and the plenary.
- How children within the class will be supported and challenged, including pupils with SEN needs, EAL and the more able.
- Assessment for Learning opportunities.
- The role of any extra adults in the lesson.

5.2 The delivery of lessons

In order to ensure that all children learn to the best of their capabilities lessons should:

- Have the appropriate level of challenge for the learning needs of the class. however, scaffolds support EAL learners and ISP/EHCP support for SEND learners
- Be well prepared with regard to subject knowledge and resources.
- Be well paced and keep within the allotted times. Pupils should be given clear time scales for tasks e.g. 'You have ten minutes to practice ...' (Opportunities will sometimes be made for some work to cover longer periods so that greater depth and understanding of a task can be achieved).
- Encourage the development of strategies and attitudes for the children to become independent learners, through carefully structured and differentiated, investigational activities.
- Encourage the development of strategies and attitudes for the children to work in teams.
- AFL/adaptive teaching/In The Moment Marking should be embedded in practice to inform guided groups and address misconceptions
- Ensure the fullest participation of all children in all parts of the lesson by using strategies such as talk partners, language role-models, differentiated questions, use of support from additional adults, small whiteboards, choice of resources – including ICT - etc.
- Have less whole class solutions - more personalised learning
- Have “chunks of learning” towards a single learning objective
- Have more direct teaching
 - Where appropriate at least 2 focus groups per lesson
 - more than one learning objective per lesson where necessary catering for different ability groups
 - feedback first principles/additional focus on those children who we consider disadvantaged or vulnerable
- Have greater emphasis on independent learning
 - planning meaningful independent activities
 - children learning how to learn
 - more collaborative learning; children learn from teachers, other adults, other children and for themselves

5.3 Specialist intervention for pupils with English as an additional language or Special Educational Needs:

The school's policy is to have a learning support assistant in classrooms in the morning so that pupils with individual needs can be better catered for during core subjects.

5.4 Special programmes of work for more able, gifted and talented pupils:

The school will provide extension and additional learning experiences for more able pupils when appropriate.

6. Marking and Feedback

Work should be marked daily in line with the Marking and Feedback Policy.

6.1 During lessons all children are expected to:

- Actively listen to their teachers and peers.
- Participate fully – contributing to their own progress by questioning, self-assessment, peer assessment, etc.

- Be supportive of each other.
- Complete tasks within the given timescale.
- Explain their ideas using the correct terminology.
- Answer in complete sentences, giving reasons and justifications.
- Know what they have learned, and what they can now do or what they now understand and express it either verbally or in written form.
- Raise questions or share their thoughts in order to develop their own and others' thinking.
- Reflect on outcomes and next steps.

6 Learning environment - see non-negotiables

6.1 We work hard to ensure our classrooms are attractive learning environments. We change displays at least once a half term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to literacy and numeracy and foundation subjects. We believe that a stimulating environment sets the climate for learning, and a well organised classroom promotes independent use of resources and high-quality work by the children.

6.2 Classroom displays should include interactive questions which enhance the learning taking place and, when appropriate, 'vocabulary banks' to promote the use of subject-specific terminology.

6.3 Communal displays throughout the school will be the work of pupils themselves, rather than staff, to maximise their educational value.

7 Curriculum

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

7.1 The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and computing;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time
- to enable children to be positive citizens in society;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;

- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others. We plan our curriculum at three levels:

7.2 Whole School level – long term

At whole school level we have an agreed curriculum map for each year group covering Year 3 to Year 6 and one for the ARP. This indicates which topics are to be taught in each term. Our curriculum is fully integrated. It also encompasses development of key skills. These skills, we believe, form the basis of success in all aspects of school life and are vital to life-long learning. We teach key skills through all curriculum subjects, and we also develop them within the pastoral curriculum. Key skills form a cornerstone of curriculum planning throughout the school. For example, we give the children many opportunities to develop the application of number key skill in their geographical studies, and when we teach physical education we stress the importance of working with others.

The six key skills that we aim to develop are:

- **Communication** This includes listening, speaking, reading and writing.
- **Application of number** This includes mental calculation skills, and learning how to apply these skills to solving number problems.
- **Information technology** This involves using new technology to find, analyse, interpret and present information. It also involves the skills necessary to use technology appropriately and successfully.
- **Working with others** This involves the ability to work well with others as a team member or team leader. When children are offered the opportunity to work with others, they learn to consider the views of others and to develop the social skills of co-operation and mutual understanding.
- **Improving own learning and performance** This involves children in evaluating their own performance, and understanding what they need to do next in order to improve.
- **Problem-solving** This skill involves learning how to apply common techniques to solve problems in a variety of contexts and situations in any aspect of life.
- **A clear school focus on key skills and foundational knowledge**

7.3 Year Group level – medium term

Within our medium-term plans we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. The objectives are integrated so that the pupils have a holistic experience in most lessons.

7.4 Class level – short term

Our short-term plans and flips are those that our teachers write on a weekly basis. We use these to set out the learning objectives for each session, to identify what teaching strategies will be employed, how the children will be grouped, what differentiation there will be and what resources are required. These plans are evaluated at the end of the week and used to inform future planning.

8 Assessment, recording and reporting

We believe that effective assessment provides information to improve teaching and learning. Assessing children's learning and knowing what their next steps are forms an integral part of our daily teaching and planning. We give our children regular feedback on their learning so

that they understand what it is that they need to do better. We use information collected from assessments to allow us to plan lessons based on detailed knowledge of each pupil. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson during daily planning meetings. We give parents regular updates on their child's progress so that teachers, children and parents are all working together to raise standards for all our children. Please see the school Assessment, Marking and Feedback Policy for more details.

8.1 Procedures used by the school

- *National statutory tasks and tests:* These are externally produced and are taken at the end of the Key Stages 2. They enable us to compare pupils' and the school's performance against local and national benchmarks. We use this information to set targets for improvement.
- *Marking:* This concentrates on learning objectives and focuses on how well the learning objective has been achieved as well as giving guidance for future improvement.
- *Teacher assessment:* This is used to provide ongoing information about how well children are achieving in each subject. In Reading, Writing and Numeracy it supports information gathered from formal tests. In all other subjects it is the main way in which judgments about children's attainment are made.
- *Assessment Cycle and Sonar/Trust systems:* The school follows the REAch2 Assessment Cycle and uses Sonar Tracker so that any children who are not making at least good progress can be identified and appropriate support put in place for them to keep up. This assessment tracker is a predictive primary school tracking tool which aids formative and summative assessments
- *Annual reports:* These show assessment in all curriculum areas for all pupils. These are written by class teachers with contributions from support teachers as well as learning assistants. Information about Age Related Expectations and progress expectations are noted in all core and foundation subject areas. The school has a statutory responsibility to inform parents of their children's progress every year.

9. Children requiring special provision

9.1 The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with their parents. This may include children who have special needs, children with English as an additional language or children who are more able, gifted or talented.

9.2 If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the newly revised SEN Code of Practice. If a child displays signs of having special needs, his/her teacher consults with the school's SENCo & Inclusion Leader who will make an assessment of this need. In most instances, by differentiating the curriculum, the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for an Education Health Care Plan, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs either through specialist resources, support from special need assistants or a modified curriculum. Please refer to the school's Inclusion Policy for more details.

9.3 A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. These children have skills and knowledge about language similar to monolingual English-speaking children and their ability to participate in the full curriculum may be in advance of their communicative skills in English.

At Dorothy Barley we ensure as full access as possible to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through CIPs, ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate;
- providing support from teaching assistants trained to work with multi-lingual pupils.
- Using ISPs to support learning

9.4 Within our school we recognise that we have children who could be termed 'gifted', 'talented' or 'more able'. The term 'gifted' refers to a child who has a broad range of achievement at a very high level. Children who are gifted often have very well developed learning skills. The term 'talented' refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning. In our planning, however, we use the terms 'more able' for children who, at a national level, are referred to as 'gifted' and 'talented'. Senior Leaders co-ordinate the provision and practice within the school for more able children.

The Subject Leader and Senior Leader role includes:

- ensuring that challenge is evident in school practice
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by more able children across all curriculum areas;
- regularly reviewing the teaching arrangements for more able children;
- monitoring the progress of more able pupils and supporting staff in the identification of more able children;
- providing advice and support to staff on teaching and learning strategies for more able children;
- liaising with parents, governors, Local Authority and REAch2 professionals on issues related to more able children.

In terms of provision for more able pupils, we give all children the opportunity to show what they know, understand and can do, and we achieve this by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning;
- withdrawing children to work with specialist teachers or on specialist programmes
- a range of extra-curricular activities which offer more able children the opportunity to further extend their learning in a range of activities.

We use a range of strategies to identify more able and very able children. The identification process is ongoing and begins when the child joins our school. Please refer to the school's Gifted & Talented Policy for more details.

10 The role of parents in teaching and learning

10.1 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 termly parents' evenings to explain our school strategies for teaching and learning and to provide information about children's attainment;
- sending information to parents at the start of each half term in which we outline the topics that the children will be studying;
- holding Year Group Open Mornings at the start of each academic year to share information with parents.
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.
- Holding regular parent workshops which enable parents to better understand our teaching methodology and therefore better support the children at home.

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

- ensure that their child has the best attendance and punctuality record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.
- ensure that homework is completed each week and handed in on time.

11 The role of Governors in teaching and learning

The school's Local Governing Body (LGB) determine, support, monitor and review the school policies on 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 best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes.

Governors at Dorothy Barley are actively involved in supporting and monitoring teaching and learning. They do this in a number of ways. They receive reports from subject leaders which gives them information about the current status of their subject. The Headteacher provides a report at each meeting which details developments across the curriculum and across the

quality of teaching, learning and assessment. Governors also carry out focus visits to the school to look at a specific aspect of teaching and learning.

12 Monitoring and review

12.1 We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review our policy yearly.