



## DALLIMORE PRIMARY AND NURSERY SCHOOL

### TEACHING AND LEARNING/ MARKING POLICY

#### Introduction

We believe that every child in our school is entitled to the best possible education that we can provide. We ensure that all our pupils achieve their full potential and gain the skills and knowledge necessary to become successful in the future.

We believe that high quality teaching and learning is key to achieving this aim and this policy reflects our high expectations of all staff and children who work in our school.

Through our teaching we want to impart skills, knowledge and understanding to equip children for life and to give them the ability to make informed choices.

Above all, we are committed to ensuring our children learn and seek to address any needs and overcome barriers in order to do this.

#### Aims and objectives

We know that individuals learn in different ways, including those with Special Educational Needs and Disabilities and those who are gifted and talented. We therefore aim to provide a rich and varied learning environment in school which allows children to develop their full potential.

The purpose of this policy is:

- To ensure that high quality learning takes place in every lesson, which results in high standards of pupil achievement
- To embed an agreed range of good practice across the school
- To ensure consistency throughout the school
- To provide new staff with a clear vision of the school's expectations
- To provide agreed focus for monitoring learning and classroom practice

#### Effective Teaching and learning

We expect:

- Staff to have secure subject knowledge and understanding –when support is needed teachers can seek advice from Senior Leaders or subject coordinators
- Staff to plan appropriately for all groups of children and access high quality resources
- That every lesson has a clear Learning Objective (WALT) which is explained to the class and this is accompanied by clear and supportive success criteria when appropriate
- That all lessons demonstrate key elements of good Assessment for Learning practice

- That, where appropriate, activities are differentiated through scaffolding and support to ensure that children explore, develop and practice new skills/ concepts
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding e.g. the use of visual stimuli and practical activities, ability groupings, peer and teacher modelling, visual support, repetition, emphasis on speaking & listening, scaffolding, talk partners
- Staff to provide appropriate resources which support learning outcomes and provide challenge for the more able
- Staff keep themselves up to date with the latest research and theories around effective teaching techniques and resources (eg the use of the mastery approach in Maths, inference techniques in reading) and be willing to try new ideas in order to ensure the best outcomes.
- That an appropriate pace is maintained throughout the lesson to ensure at least good progress
- That staff have high expectations of presentation, quality and quantity of work
- TA's are fully involved in lessons
- Staff regularly mark children's work in accordance with the appropriate Key Stage marking key and in line with the marking policy
- Staff to encourage children's independence

### **Learning environment**

- The physical environment in which children learn must support and enhance their learning.
- This is fundamental to the learning process and is crucial in helping children enjoy their learning and grow in confidence
- Children should be taught to take care of and have pride in the school environment and be encouraged to take shared responsibility for maintaining this.

A learning environment checklist is provided for all staff and used to ensure that all classrooms are conducive to learning- providing a uniform approach that reflects the school ethos whilst allowing for teacher's personality, class interests and unique approaches to be identified (appendix 1).

### **Assessment and target setting**

All children are assessed in line with National Curriculum descriptors. However, in the foundation unit, children are assessed within the first six weeks using development matters.

In conjunction with the regular short term target setting procedures (feedback, next steps, consolidation etc) as set out in the marking policy, children need to be aware of their English and Maths targets which refer directly to the National Curriculum or Foundation Stage Profile. Progress is recorded on year specific records that are maintained on a regular basis.

### **The role of governors**

Our governors agree and review school policies.

They support effective teaching and learning by:

- Purchasing and allocating appropriate resources effectively, ensuring value for money
- Ensuring that the school buildings provide a suitable environment in which a positive climate can be fostered
- Monitoring the impact of teaching and learning strategies in terms of raising pupil attainment
- Ensuring that staff development and appraisal policies promote good teaching and CPD delivered/ attended is relevant to the needs of the teacher and the school.

### The role of parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to involve parents in their children's learning by:

- Providing a reading record
- Holding parents' evenings and providing an end of year report
- Providing information on the school's website and Facebook page such as letters, Dojo posts, photos, homework etc.
- Sending information to parents at the start of each term in which we outline topics that the children will be studying during the forthcoming term
- Holding parent meetings with discussion time around ways to support learning at home
- Encouraging parents to inform school if there are factors outside of school that are likely to affect a child's performance or behaviour at school
- Welcoming volunteers within school
- Promoting family learning opportunities
- Seeking opportunities to involve parents in social activities (summer fairs/ parents to lunch/ gardening days etc.)

### Monitor and review

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

**Date of policy: June 2018**

**Date of next review: June 2019**