Teaching & Learning Policy

School Name: Dunham on Trent Primary School

Version No: 1

Author: M Wise

Approved by: K King

Contents

Introduction……2

Curriculum Design……3

Environment……4

Approach to Teaching and Learning……4

Feedback……5

Introduction:

It is our aim at Dunham on Trent to motivate all students to have high aspirations for themselves within, and beyond, school. Our Christian Vision is 'Believe and together we can achieve' which comes from 'As it is, there are many parts, but one body.' Corinthians 12. This reflects the family feel to our school, as we are able to achieve so much more by working together. To prepare our students for a rapidly changing world, we aim to create a stimulating and enabling learning environment where staff nurture flexible, creative and respectful learners and members of the wider community.

This policy sets out the principles and expectations behind our approach, which is underpinned by our school values; community, respect, and hope, and the Teacher Standards. In doing so, this policy provides new and existing staff with a clear vision of the schools expectations, outlining an agreed focus for teaching, learning and monitoring.

Curriculum Design

Our curriculum follows a 2 year rolling programme to ensure that all children are able to explore curriculum topics in depth within our mixed year group classes. The curriculum design closely follows progression maps within each subject, showing development of knowledge and skills for every year group.

- English

  Our English curriculum follows the Hamilton Trust scheme, which provides key texts and objectives for each class. Teachers use the recommended text within each unit as the core of their teaching for reading and writing, whilst adapting the provided objectives to meet the needs of the children in their class. English is taught through a combination of phonics/spelling lessons, SPaG/writing lessons, and reading lessons. Our weekly timetables include whole-class reading sessions to support the teaching of reading and are taught in addition to the reading objectives covered by the Hamilton Trust units. We also aim for children to read 1:1 with an adult regularly to keep track of their fluency and comprehension when reading aloud.
- Phonics

  We follow the Twinkl phonics scheme throughout EYFS and KS1 with phonics practice making up an hour a day. This is taught through 15-20 minutes of phonics lessons, with the other 40 minutes being made up of short-burst activities throughout the day. The Twinkl phonics sessions are adapted at the teachers' digression to best meet the needs of the children. In KS2, spelling lessons are taught using a continuation of the phonics vocabulary.
- Maths

  The maths curriculum is taught via White Rose Maths. Each maths lesson includes the following elements:
  - **Revisit** of prior learning
  - **Teach** input
  - **Practice** the taught skill
  - **Apply** the knowledge and skills acquired in the lesson
  - **Reflect** on the learning through discussion or activities
  - **Deepen Understanding** of the knowledge and skills
- Science

  As a core subject, science is timetabled for two hours every week for Key Stage 2, and 1 hour 45 for Key Stage 1. We incorporate a combination of practical and written tasks to provide opportunities for children to work scientifically whilst acquiring the curriculum knowledge and skills.
- Foundation Subjects

  Our foundation subjects follow a 2 year rolling programme where prior knowledge is revisited and extended through our planned curriculum.

Environment:

The classroom is a collaborative environment, belonging to every child within the class, as well as the staff members within the classroom. The Dunham on Trent learning environment is a direct reflection of the learning that takes place within it, and the people within each class. Children are able to support their own learning using resources, which are clearly labelled and easily accessible to children within the classroom.

Working walls are used to display recent and ongoing learning and are referred to regularly throughout each lesson. Working walls are present in every classroom for the core subjects; English, Reading, Writing, and Maths, as well as an RE board or reflective board to support our values as a Church School. If there is space available, classrooms may also have working walls for foundation subjects, and/or celebrations of work within the classroom. Children are aware of the working walls and use them to support their independent learning. Working walls should evolve as the learning of that topic develops, providing:

- Explanation and teaching points given during input
- Model examples
- Key vocabulary
- Further challenge

Children's work is celebrated and displayed throughout communal area displays around school to share learning with other classes, parents, and visitors. Staff post weekly on Class Dojo to keep parents involved in the learning happening within their children's classrooms across a variety of subjects.

Every class has a designated reading area which is a separate, inviting space, promoting the love of reading, as well as access to a school reading area. Each class reading area contains age-appropriate book, as well as books for the different reading ability levels within that classroom. Classes are kept tidy and free of clutter with the aim that everything visible in the classroom has a purpose. Classrooms are organised in a child-friendly manner to allow the children to access resources, manipulatives, and learning tools independently.

Approach to Teaching and Learning:

Within our school, our core values underpin our daily practice. Our teaching and learning takes place throughout the school day and is not limited to the curriculum time within the classroom. Our core values are the foundation of our approach:

- Community
  The members of our school **community** value one another and the wider community. We incorporate our wider community regularly in school events, as well as aiming to nurture our children to be caring and respectful and to contribute to the

wider community. Our school community has a family feel. In school, we gather daily for collective worship, we celebrate successes in every class together as a school, and children spend break times and lunch times together as a whole-school.

- Respect
  Our value of **respect** is evident in everything we do. Not only do we teach children how to be respectful of themselves and others, the adults in the school show respect towards all members of our school community. Children are spoken to respectfully by staff and respectful attitudes and behaviour is praised and rewarded. In addition to respecting others, all members of the school community show respect to their environment. Our older children are given responsibilities to care for our school environment, such as tidying the library, and children and staff are expected to care for their classroom and resources in a respectful manner.

- Hope
  We nurture a global view; celebrating difference and developing **hope** in our shared life. We encourage children to have hope for the future of our planet, hope for the future of our community, and hope for their own future by having high aspirations.

The teaching and learning at our school takes a mastery approach to every student works towards the same goal. Rather than prejudging potential outcomes and stifling expectations by setting a host of differentiated learning objectives based on prior attainment, our children have a single learning objective for their class or year group and teachers adapt their support and resources to enable all children to achieve that objective. Students' difficulties and misconceptions are identified through immediate formative assessment and are addressed with rapid intervention. This is an inclusive approach to learners' individual needs, ensuring each lesson is accessible to all and teachers have high expectations for each individual child in their classroom.

Fluency comes from deep knowledge and practice. Explicit learning is important in the journey towards fluency and embedding. All tasks are chosen and sequenced carefully from the progression documents to help develop deep and sustainable knowledge.

Feedback

Feedback is meaningful and given either during the lesson, or through post-lesson marking. Teachers aim to mark work during the lesson alongside the child to address misconceptions and provide immediate intervention where possible. Feedback is a balance between praise and correction to draw attention to the successes of the children, as well as provide them with next steps to improve and challenge themselves further. Students need to be engaged in their learning and to be a part of the creation of their next steps, as well as have the opportunity to assess their own work and that of their peers in a meaningful and useful

manner. Children mark and edit in blue to show self/peer assessment. Adults mark and provide any written feedback in green.

Assessment and Monitoring

Formative assessment is ongoing and takes place in every session through key questioning and the work produced in line with the learning objective. Teacher judgement is used from formative assessment alongside summative assessment to provide an overview of each child's attainment in each of the three terms in the academic year. The attainment level is updated on Sonar Tracker to allow regular, evidence-based monitoring of pupil progress. We use the NFER test papers during assessment week each term to provide summative assessment data, which is input into the NFER database. Children in Year 2 and Year 6 will use SATs papers from previous years during assessment week to support in their preparation for their SATs.