



*Placing children's rights at the heart of all  
we undertake.*

respect integrity humility equality care  
towards all

---

**Dosthill Primary Academy**

# Learning and Teaching Policy

Reviewed by: Claire Keay

Date: November 2019

Approved by: Governing Body

Date: 26<sup>th</sup> November 2019

---

Next review due: Autumn Term 2020

## Aims and Values

Our core moral purpose is encapsulated in the vision statement for the school: Striving for excellence in an inspirational climate where learning is nurtured and secured. Our core values permeate our every breath at Dosthill Primary Academy where everyone is selflessly committed to:

- Promising Academic Achievement.
- Crafting Character Skills for Life.
- Ensuring Excellence for All.
- Inspiring Each other/Achieving Together.

Our aim is that everyone in our Dosthill Family grows in confidence to achieve their ambitions and dreams with courage and kindness. We promise to provide a caring ethos where all children have the confidence to explore, dream and discover so that every valuable second of the day is a learning adventure.

## Rationale and Principles

---

A good, well-managed home learning (homework) programme helps children and young people to develop the skills and attitudes they will need for successful lifelong learning. Home learning also supports the development of independent learning skills and provides parents with an opportunity to take part in their children's education.

Learning at home is an essential part of good education. Regular home learning is important as it gives learners the opportunity to practice at home the tasks covered in class, and helps learners work towards improving important skills. It also helps children to become confident and independent in their learning, which will help throughout their time at school and in adult life.

## Rights Respecting School

---

In 2011 Dosthill School registered to obtain the Rights Respecting Schools Award (RRSA). This award recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all of the relationships: between teachers/adults and learners, between adults and between learners.

This Policy relates most directly to the following article from the 'UN Convention on the Rights of the Child':

Article 28: *Every child has the right to an education.*

Article 29: *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

## Aims of the Learning and Teaching Policy

---

Our learning and teaching policy is here to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Our learning and teaching policy is therefore, at the centre of everything that happens at Dosthill Primary Academy, highlighting that learning is at the heart of every interaction we have with children and adults. It

also indicates to everyone at Dosthill Primary Academy our clear expectations, provides a consistent approach, ensures equal opportunity for all our pupils and can be monitored effectively.

The policy will ensure that all children in every classroom will make visible progress in each and every lesson due to the fact that they:

- Feel motivated and challenged.
- Feel confident and successful.
- Feel an active and important part of their learning.
- Become independent and self motivated learners.

The policy will also ensure that all leaders of learning will:

- Value their contribution in defining the policy.
- Understand the expectations of all learners.
- Embed the most appropriate strategies for highly effective learning and teaching.
- Deploy a consistent approach.

The final aim of the policy is to ensure that the views of our learners as well as our leaders of learning are at the core of the policy.

### **A Whole School Definition of Effective Learning**

---

At Dosthill Primary Academy we have a clear understanding of effective learning and constantly strive to ensure that children learn effectively which forms the basis of the policy along side the children's views. Our whole school definition of effective learning is:-

**When children are learning effectively and making good progress, children will be:**

- Happy and secure
- Excited, animated and engaged
- Confident to take risks - not afraid to make mistakes
- Focused, absorbed and productive
- Imaginative and inquisitive
  
- Discussing their learning and sharing their ideas
- Asking questions to understand deepen or guide their learning.
- Articulating what they are learning/why and the progress they are making
- Making links between past and current learning
- Leading and personalising their learning
- Independent
- Challenging themselves and others
- Learning from mistakes
- Persevering when learning is challenging
- Using resources to deepen or support their understanding.
- Moving themselves on if they do not feel challenged
- Checking and reviewing their learning in order to set personal next steps.
- Unaware of time
- Willing and curious

- Inspired and empowered in their learning
- Encouraged to personalise their learning (using their prior knowledge to steer their own learning)
- Proud of their achievements
- Confident to model, share and lead aspects of their learning.
- Deciding whether it is best to learn alone and with others
- Self and peer assessing to make deeper progress within a lesson.
- Co-operating and support each other in their learning
- Experiencing success – applying and acquiring new skills and knowledge
- Feeling special and valued for their contributions
- Using success criteria and targets to learn further

**Most importantly of all, children at Dosthill love learning along side each other and their teacher(s) in order to maximise their progress in each and every learning episode.**

### **Effective Teaching at Dosthill Primary Academy – Our whole school agreement.**

---

The most crucial part of a child's success at school is his/her teacher(s). As we have such a pinnacle role in determining the future success of a child both at school and as they grow and mature into adulthood, it is our aim to enable all children to develop as successful and confident lifelong learners. Therefore, as teachers at Dosthill Primary Academy, our aim is to encourage all children to thrive and grow educationally, socially and emotionally, physically, creatively, spiritually, morally and personally within a caring, positive and encouraging environment.

Teachers recognise that the following elements are essential in inspiring children to learn (generated September 2017).

Inspirational teachers:

- Believe in everyone
- Are enthusiastic, positive and encouraging
- Are fun and interesting
- Create secure learning environments
- Listen and give everyone a voice
- Build excellent relationships with children; taking time to get to know all children and respond to their personal needs.
- Reward and praise all learners
- Know their children
- Respond to the individual needs of children
- Are confident and knowledgeable
- Reflect and adapt
- Ask inspiring questions to assess or deepen understanding
- Encourage children to ask questions and be inquisitive
- Plan for individual needs and cater for all learning styles.
- Plan and teach engaging and inspiring lessons which are active, challenging and interactive.
- Use on-going assessment (formative and summative) to plan lessons which will allow children to make progress.
- Constantly use AFL before and within a lesson to pitch learning and move children on.
- Are creative and imaginative (thinking 'out of the box')
- Challenge all learners
- Model high expectations and lead by example
- Ensure children apply their learning in different contexts to deepen understanding.

- Use 'Teacher Focus Groups' to target teach children.
- Ensure children are active participants in their learning not passive receivers.
- Use teaching strategies that will secure learner progress.

At Dosthill Primary Academy all teachers will consistently employ the following teaching methods on a daily basis to ensure effective and exemplary learning constantly flourishes in every classroom, in every year group. A summary of our approach to teaching and learning has been created in the form of a lesson process flow chart (see appendix). This is to clarify for all teachers and adults the key elements of effective teaching and learning within a lesson which will lead to the layering of learner progress from lesson to lesson in order to guarantee high standards of learning, attainment and progress.

## **RELATIONSHIPS AND CLIMATE FOR LEARNING**

### **At Dosthill Primary Academy teachers consistently:**

- Model an enthusiastic, interested and excited approach in all lessons, showing a desire to learn with the children.
- Use praise and encouragement with all children in order to maximise relationships, building respectful and strong bonds with all children (promoting respect, collaboration, tolerance and diversity).
- Promote and create inspiring learning environments where all children's learning is displayed.
- Create a safe and secure learning climate that everyone is proud of.  
(See Behaviour policy)

## **PROFESSIONAL UNDERSTANDING**

### **At Dosthill Primary Academy teachers consistently:**

- Ensure that the planned learning sequence within the long, medium and short term planning is cohesive and progressive linked to the expectations of the new National Curriculum and 'Fierte Assessment Framework.'. Planned activities always link to the learning challenges and linked success criteria so that learners can make and assess progress in relation to these.
- Use understanding of the brain/methods to ensure optimum learning/long term memorisation and use this to ensure activities deepen thinking and learning.
- Use a variety of teaching techniques to enthral children in learning, precisely planning lesson openings and the learning journey of an episode. (E.g.: knowing when it is best to teach the whole class or staggering the teaching of groups of children, when it is most appropriate to model learning or providing an open challenge).
- Have a secure command of the curriculum and plan effectively so as to develop further the knowledge and skills of the children, promoting high standards of literacy, articulacy and correct standards of English. Embedding core English and mathematical skills across the curriculum.
- Use Building Learning Power judiciously so that life long learning skills are targeted and reflected upon with and across a series of lessons.
- Know the features of outstanding learning (our school definition and Ofsted's definitions of good/outstanding teaching) and the things a teacher can do to ensure that enticing and inspiring learning takes place.
- Ensure equal opportunities for all children and show sensitivity to the needs of all children, challenging stereotypes and valuing diversity.
- Consistently apply our school feedback policy and track individual feedback so that it is understood and next steps addressed in order that learners make rapid progress.
- Reflect systematically on the effectiveness of lessons and approaches to teaching. Use personal research and informed experimentation in the classroom along with professional learning (including co-coaching, demonstrate coach for learning and lesson study trio approach) in order to refine and enhance their teaching repertoire.

## IDENTIFY AND ASSESS INDIVIDUAL NEEDS

### At Dosthill Primary Academy teachers consistently:

- Use FFT estimates and tracking data on a regular basis to target and implement strategies for children who are making less than expected progress against end of year targets and learner trajectory towards end of Key Stage expectations; monitor, review and amend strategies regularly to ensure every learner excels.
- Use ongoing assessment and the Fierte Assessment Framework to identify gaps for specific groups/individuals in order to tailor learning most appropriately so as to ensure learner progress. Which will be shared, discussed and reflected upon during year group planning meetings.
- Differentiate and adapt their planning in order to meet the needs of all the learners in their class, considering physical, social and intellectual development of children.
- Adapt planning and resources based on actions identified at fortnightly Professional Dialogue Meetings and from ongoing daily assessment of learning.
- Regularly annotate plans to ensure that specific needs are considered along with on-going daily assessment as well as outcomes from Fierte Assessment Framework, as well as termly PIRA, GAPS and PUMA tests (summative assessment). (*See Gifted and Talented/SEN Policies*)
- Reflect upon factors that might be inhibiting children's ability to learn, and how best to overcome these seeking support if progress is of a concern.
- Use questioning throughout a lesson to assess and review learning in order to challenge and support to all learners. If necessary, adapt a lesson to meet all learners' needs. (E.g.: if an activity is too easy/hard adapt it for specific children there and then).
- Provide ongoing feedback and marking within lesson so that the feedback is instant and can be acted on immediately.
- Use and value children's own self/peer assessments in order to assist planning and future differentiation.
- Judge the pupils' understanding with accuracy and use this to inform future learning opportunities/planning: through the above mentioned use of success criteria, self and peer assessment, questioning, prior knowledge diagnostic assessments/post learning diagnostic assessments as well as subject specific assessment procedures (eg: cold/hot writes).
- Be able to identify where a pupil is, and provide necessary stimulus to ensure that pupil recognises and accepts the next stage of learning
- Have high expectations and use whole class Fierte Assessment Framework targets as well as independent targets to motivate all learners to achieve more through oral and written feedback.

## EFFECTIVE PLANNING OF DIFFERENTIATED OBJECTIVES

### At Dosthill Primary Academy teachers consistently:

- Maximise learning experiences through effective and progressive planning which takes account of the needs of all learners, the National Curriculum and 'Fierte Assessment Framework' strands.
- Cater for differing abilities and interests: have high and appropriate expectations of all children.
- Use prior knowledge diagnostic assessments to guide each learning opportunity, adapting learning expectations in line with this assessment technique so that all learners receive challenge. (E.g.: A lesson may be adapted in order to give extra support or extra challenge in line with each child's level. Future planning will be adapted depending on the outcome of a lesson).
- Recognise that achievement is not fixed and plan learning so that no limits are placed on learners where mixed ability contexts with choice in the level of learning promote progress.
- Share clear and appropriate Learning Challenges which are accessible to all pupils, so that the children understand the purpose of a lesson. (We are learning to:...assessed at the end of the lesson or through regular oral discussion of the objective.)

- Share lesson outcomes ( We are learning to) and set these in real life context. (E.g.: By the end of the lesson we will .....How might this be useful in new situations/real life?)
- Have the confidence to be flexible and take risks, not always sticking rigidly to the planning but knowing when it is right to use the children to guide the lesson towards the lesson objective.
- Plan for and provide all learners with specific challenge/extension tasks in order to motivate and deepen children’s learning potential.
- Use ‘Basic, Advancing and Deepening’ verb/question stems to differentiate questions appropriately and challenge learners to ask their own questions using Bloom’s question stems.
- Use time effectively to ensure that the pace of lessons and learning is maximised so that learner knowledge, understanding and skills are embedded securely.

## **INVOLVING PUPILS IN OBJECTIVES/LESSONS/ASSESSMENT**

### **At Dosthill Primary Academy teachers consistently:**

- Ensure that all pupils are aware of the Big Picture, lesson objectives/what they will have learned/know or be able to do by the end of the lesson.
- Use response partners to encourage all children to take an active part in lessons.
- Ensure children are active co-constructors of lesson success criteria(*See Feedback Policy together with the Assessment, Recording and Reporting Policy*).
- Ensure that self and peer assessment takes place during lessons so that the children reflect upon whether they are meeting the success criteria/learning challenge and how to improve their learning further.
- Include learners in evaluating and setting personal targets linked to their progress (linking in to the Fierté Assessment Framework strands).
- Written teacher feedback should provide learners with additional questions/challenges or questions to deepen thinking and progress.
- Encourage children to realise that the learning process is often more important than the outcome.
- Allow children to guide and personalise their learning – (E.g.: using children’s questions at the beginning of a new topic to guide planning or giving children a choice of outcomes within a lesson Use learner questions to steer/re-route learning episodes whilst still ensuring that the identified knowledge, skills and understanding are met.
- Select when whole class, group, pair, individual learning is most appropriate for the learning situation (as well as giving our children a choice when appropriate).

## **PROFESSIONAL UNDERSTANDING PLANNING AND SEQUENCING LEARNING**

### **Teachers are aware of the elements that lead to consistently good or better teaching and use this to plan and sequence learning effectively ensuring that:**

- Teachers have good knowledge of the subjects they teach.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.
- Teachers create an environment that focuses on pupils.

- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. Long and medium term plans are used by staff to create short term planning.
- 

## PROVIDE EFFECTIVE LEARNING SITUATIONS

### At Dosthill Primary Academy teachers consistently:

- Encourage children to enjoy being challenged, to take risks and not be afraid of making mistakes. (E.g.: Teachers plan tasks where children will not instantly gain an answer or be able to instantly/easily complete a task. Set up perseverance/BLP strategies.)
- Use children's specific interests, prior knowledge diagnostic assessments, questions to guide learning and teaching.
- Use a range of visual, auditory and kinaesthetic styles in order to meet but also develop children's less preferred learning style.
- Provide children with a range of learning outcomes (where appropriate offer a choice), such as debates, role-plays and oral presentations; investigation and problem solving; research and self discovery, designing and making things, not always written outcomes.
- Introduce learning in the most effective way for the objective.
- Adopt a flexible, imaginative, creative and inspiring teaching style. (E.g.: In Maths, one ability group completes an independently led task, whilst a teacher teaches one group and a TA teaches another).
- Promote a love of challenge and curiosity to deepen children's learning potential and progress.
- Allow learners to choose their level of challenge. (If the self-chosen level is too easy or too hard and encourage learners to recognise this and re-route learning for themselves) .
- Use time targets and minimum expectations so that all learners are productive.
- Use oral and written feedback to motivate, guide and challenge all learners, ensuring that feedback is read and acted upon in order to guarantee further progress. (*See Feedback Policy together with the Assessment, Recording and Reporting Policy*).
- Plan opportunities to deepen learner understanding at home so as to provide building blocks for future learning to come, valuing and sharing children's contributions and home learning.

## THE LEARNING ENVIRONMENT/ EFFECTIVE RESOURCES

### At Dosthill Primary Academy teachers consistently:

- Ensure that groups of children receive targeted teacher focus time, rather than circulating the room responding to demands for help.
- Use other adults within the classroom effectively, considering who could most effectively support learner's needs in a particular lesson. Maximise the use of TA support during lesson openings to specifically teach groups of learners.
- Use learning focused displays to motivate, support and enhance learning, checking with children that displays are accessible for all levels of ability. (E.g.: Past success criteria to independently use, key vocabulary).
- Ensure that all areas of the classroom and cloakrooms are well organised and tidy; resources should be accessible and neatly stored/arranged in order to model high expectations of presentation, respect for resources and neatness. (*See learning environment non-negotiables*).
- Ensure that displays exemplify the process of learning rather than just the final outcome. Regularly add child created learning prompts/photographs to displays to further inspire learning. (*See learning environment non-negotiables*).
- Contribute to communal displays so that high quality and neatly presented learning is displayed to showcase the outstanding learning that is apparent in classrooms. (*See learning environment non-negotiables*).



- Use Building Learning Power displays to support learning. (E.g.: What to do If I don't know what to do displays, perseverance strategies, learning walls, wonder/question walls, past success criteria for children to look back at).
- Use a multi-sensory approach to learning (E.g.: Film clips, music, sounds, ICT, iPads, the environment, artefacts and interesting items).
- Identify and gather appropriate resources for the lesson, modify materials and organisation to accommodate pupils' specific needs and abilities.
- Provide and encourage children to independently use a range of resources to maximize their learning. (E.g.: Freedom to use class computer, resource areas which children can independently access and choose from).
- Use the environment most effectively to maximise learning (inside and outside).
- Ensure that resources and teaching strategies promote diversity and deepen learner understanding of people and communities within and beyond their immediate experience.
- Use educational visits to enhance and deepen learning.

**Most importantly of all, teachers at Dosthill love learning with their children in the pursuit of excellence and in promising academic achievement for all.**

### Roles and Expectations

---

#### **The role of learners in the context of this policy is to:**

---

- ◆ Take an active part in their learning.
- ◆ Respond positively to their teacher/other adults in the classroom to build strong relationships, therefore, forge positive and courteous relationships with **all** pupils.
- ◆ Use Building Learning Power strategies to develop their learning.
- ◆ Use success criteria, response partners, peer and self-assessment as well as Fierte Assessment Framework ladders to guide and improve their own learning.
- ◆ Listen to/read feedback so as to reflect upon this, revising errors or acting upon targets to guarantee future progress.
- ◆ Be an active participant in personalising and extending their own learning at school and at home.
- ◆ Actively ask effective questions to re-route and steer their own learning journey.

#### **The role of all teachers/HLTA's/TA's/support staff in the context of this policy is to:**

---

- ◆ Recognise the personal impact which the adult personally has in ensuring learner knowledge, understanding and progress increases lesson by lesson.
- ◆ Select the most appropriate strategies linked to effective teaching for the nature of the lesson.
- ◆ Identify area/s where they require further training in order to become even stronger in a specific area/s.
- ◆ Seek out CPD as suggested by Phase leaders from on-going monitoring.
- ◆ Act on areas of support/focus identified from in-class professional learning.
- ◆ Use appraisal meetings to identify and gain support for aspects of effective teaching which require further development.
- ◆ Consult with lead teachers in order to observe and develop in a particular area.
- ◆ Take part in coaching opportunities including co-coaching, lesson study and demonstrate Coach for learning in order to learn from and model effective practise to others.
- ◆ Take part in learning triads to create a culture of on-going learning and in-class development.

- ◆ Take account of the Teacher Standards (September 2012) and the grade descriptors for good and outstanding teaching in the Ofsted Handbook self-reflecting and targeting improvements to teaching and learning on a regular basis.

**The role of all adults (lunch time supervisors, visitors, parents in school) in the context of this policy is to:**

---

- ◆ Realise that learning constantly takes place, not only within the classroom but in all environments.
- ◆ Value and recognise their role in shaping children's attitudes and life long learning experiences.
- ◆ Create positive relationships with all children.
- ◆ Recognise their impact on children's self-esteem.

**The role of the Subject Leaders in the context of this policy is to:**

---

- ◆ Ensure that effective learning and teaching strategies are used within their curriculum areas.
- ◆ Ensure that the curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning. The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- ◆ Monitor and evaluate the impact of effective learning and teaching strategies within their subject areas.

**The role of the Headteacher with responsibility for Learning and Teaching/Creativity and Innovation**

---

- ◆ To research and explore learning and teaching initiatives in order to evaluate the usefulness and relevance of progressive/new ideas in relation to our school context.
- ◆ To pilot and trial aspects of creative learning and teaching initiatives so to evaluate their relevance/success before implementation.
- ◆ To share and act as role models to other staff in order to increase staff confidence and understanding of the most effective learning and teaching strategies.
- ◆ To devise and review in-class professional learning with a focus on co-coaching, demonstrate coach for learning and lesson study approaches to impact on improvements to teaching and learning.
- ◆ To support other members of staff in their professional development.
- ◆ To review teaching and learning monitoring on and use this to determine weekly support for teachers and deploy leaders/adults accordingly to provide support.

**The role of leaders and managers in the context of this policy is to:**

---

- ◆ Identify training requirements and prioritise training in order that all staff have professional learning enabling all to gain even greater knowledge, understanding and confidence in the effective learning and teaching strategies.
- ◆ Use monitoring exercises and the outcome of evaluations to identify successes in relation to learning and teaching and areas to strive for even greater success.
- ◆ Provide time for staff to discuss and share effective learning and teaching experiences.
- ◆ Use peer coaching for staff to share and explore learning and teaching strategies from each other.
- ◆ Provide opportunities for staff to learn from lead teachers in the above areas.

### **The role of Governors in the context of this policy is to:**

---

- ◆ Agree and review the learning and teaching policy on a regular basis.
- ◆ Question the Head teacher and others to ensure that the policy is implemented and impacts positively on the learning and teaching.

### **Monitoring and Evaluation of the Policy**

---

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

The Headteacher with lead responsibility for teaching and learning reviews the policy annually.



