



Dallimore Primary and Nursery School

Teaching and Learning 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 knowledge, skills 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 adaptations are required for some children, including those with Special Educational Needs and Disabilities, and those who are working above the expected standard for their age. 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
- Teachers use the medium-term plans/composite and component documents and progression documents to ensure that teaching is accurately pitched, and that the curriculum acts as a progression model
- Staff to plan appropriately for all groups of children and to give children access to high quality resources
- That every lesson has a clear Learning Objective (WALT) and staff are aware of the key knowledge and/or skills that children are expected to learn within the lesson
- That all lessons demonstrate key elements of good Assessment for Learning practice
- That, where appropriate, learning is adapted through effective scaffolding and support to ensure that children develop new knowledge and skills, both before and during the lesson as required
- That staff cater for the needs of all children, ensuring pupil participation and understanding through a variety of methods
- Staff to be actively engaged in CPD both in school and externally and integrate new methods and techniques within teaching as per the agreed structures
- That the curriculum and units of learning are well-sequenced and account for the small steps involved to ensure at least good progress
- Regular retrieval practice to take place across the curriculum to support children's retention of key concepts and strengthen their ability to remember essential knowledge/skills
- Flashback Friday events to take place weekly to ensure retention of key semantic knowledge across a range of subjects
- Make it stick summaries to take place in wider curriculum lessons to allow for a final repetition of key knowledge and vocabulary
- That staff have high expectations of presentation, quality and quantity of work
- That TAs are fully involved in lessons and focus on supporting learning
- Staff regularly mark/provide feedback on children's work in accordance with the marking and feedback policy
- Staff to consider cognitive load theory when planning lessons
- Basic, advancing and deep tasks are used as appropriate across the wider curriculum to enable children to secure knowledge and progress through the cognitive domains
- Staff use choral response and cold calling as two key methods of achieving mass participation in class
- Staff make use of dual coding as a way of presenting and sharing information with children

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 consistent approach that reflects the school ethos whilst allowing for teachers' personalities, class interests and unique approaches to be reflected.

Assessment and target setting

All children are assessed in line with National Curriculum expectations. However, in the foundation unit, children are assessed using the Reception Baseline Assessment (RBA) and against the Early Learning Goals – children are judged as expected or emerging.

Regular assessment for learning will take place during lessons and teachers use this information in conjunction with more standardised assessments to identify children's current attainment levels and set targets for progress. Attainment and progress are tracked on a regular basis and recorded on ITrack. Regular tracking of scores such as arithmetic scores, fluency scores etc are recorded in excel and monitored by senior leaders to ensure those at risk of falling behind are well supported to keep up.

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
- Having a thorough understanding of the school curriculum and teaching approaches
- 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 through a variety of sources: on the school's website, on Class Dojo, through letters, homework etc
- Sending information to parents at the start of each term, outlining 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 engagement and involvement activities (summer fairs/ parents to lunch/ gardening days/phonics workshops 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 2026

Date of next review: June 2027