

DOROTHY BARLEY INFANT SCHOOL



Teaching, Learning and Assessment Policy

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Intent

At Dorothy Barley Infant School, the children and their learning are at the core of all we do. We work together for a brighter future. All children deserve an education that expands their life chances, enabling social equity and mobility. All pupils are entitled to have access to a broad range of learning experiences which allow them to develop the knowledge, understanding, skills and attitudes necessary to prepare them for and to help them succeed as members of the wider community.

When planning, our teachers always take into consideration children's prior learning, they provide first-hand experiences, allowing the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

We understand that a child's ability to learn is based on gaining knowledge and building on learned knowledge; as well as the ability to use and apply any associated skills adeptly and competently. Our teaching and learning is designed to marry these key components to ensure progress and a greater depth of understanding that leads to sustained mastery.



The purpose of a teaching and learning policy is to ensure that:

- There is a high standard of teaching and learning in all classes
- There is consistency of practice within and between year groups
- There is a shared belief in the way teachers teach and children learn
- Everybody is clear about the roles they fulfil
- There is equality of access and opportunity for all children
- There is a clear understanding of how the school's ethos is evident in practice.

Implementation

Guidelines - Curriculum

We believe that children learn best when:

- Subjects are taught discretely, so that both the knowledge and skills of the subject can be explicitly taught
- Subjects are planned in advance and fully resourced so that learning can be carefully sequenced and a variety of learning activities included
- The curriculum provides a clear progression model, supporting the layering of new knowledge on secure foundations and enabling children to build secure schema
- Medium term plans are supported by knowledge organisers that detail the facts and vocabulary to be learned.
- Medium term plans are planned to incorporate learning from cognitive science: spaced retrieval practice, formative low-stakes testing, and strategies to build fluency.
- Explicit vocabulary instruction is included in all subjects. We believe that strong language skills underpin all learning.
- Each year group has an enrichment programme
- Curricular visits are planned to deepen, enrich and build on classroom learning as well as giving children opportunities for personal development

Guidelines - Pedagogy

Teacher expertise lies at the core of the delivery of the planned curriculum and teachers are actively encouraged to develop subject specialisms. This enables strong direct instruction in the classroom, with teachers able to deliver content with clarity, confidence and precision. Direct instruction is interspersed with age-appropriate pupil tasks to enable pupils to practise and consolidate their understanding, before moving swiftly on to new content.

Principles

We believe that children learn best when:

- Teachers have high expectations of all children's learning and provide appropriate scaffold to support all children to achieve.
- Lessons begin with a recap of prior learning.
- New learning is then presented in an engaging and creative way, in small steps and through carefully planned explanations
- Pupil participation in learning is maximised through a range of strategies: no hands-up, mini whiteboards, effective questioning and lesson delivery that is concise and engaging
- Lessons are shaped according to the needs of the children: sped up or slowed down or levels of support adjusted following in-lesson assessment
- Opportunities to practise new learning are embedded so that new knowledge is internalised and new skills become fluent and automatic
- Practice is guided initially, with levels of support being gradually withdrawn to foster pupil independence
- They are encouraged to take responsibility for their own learning and display positive behaviours for learning.
- Active learning is prioritised, for example through the use of concrete resources. The interactive screen is used when necessary and adds value to learning.

Guidelines - Assessment

The purpose of feedback and assessment is threefold: to inform the teacher of a child's attainment and therefore to inform future planning; to inform a child of how well they have done and what they need to do next; to motivate a child through celebrating success

Principles

- There is a consistent and manageable method of feedback, assessment and pupil response throughout the school.
- Work is assessed promptly and feedback given as close as possible to the time of the work being completed, including within the lesson.
- Assessment within the lesson is used to shape the course of the learning and inform levels of support
- All adults working with the children are involved in giving feedback.
- Children are given opportunities to respond to feedback and to make improvements to their work. Clear strategies for improvement are given.
- Feedback and assessment are used to inform future planning and target setting
- Giving children opportunities to assess their own and each other's work builds children's metacognitive skills.

Guidelines – Environment

Consistent environments within and across year groups give all of our pupils an equal opportunity to learn and flourish. Classrooms have a positive, encouraging and aspirational ethos where pupils feel safe and are challenged to achieve to the best of their ability.

Principles

- There is a consistent approach to display within classrooms, including working walls and opportunities to celebrate children's work
- Classroom layout is consistent and facilitates our school approaches to teaching and learning
- Cognitive overload is reduced by ensuring clear, organised spaces around the school
- Classrooms adhere to the school non-negotiables to best support learning

Monitoring and Review

Ensuring high quality learning and learning is of the utmost importance at Dorothy Barley Infant School. Our regular cycles of Team Development enable senior leaders and subject leaders to monitor, review and coach staff.

Our Teaching, Learning and Assessment Policy is regularly reviewed to take into account new initiatives, changes to the curriculum and research.



Dorothy Barley Infant School Teaching, Learning and Assessment At-A-Glance

Curriculum	<ul style="list-style-type: none">• Subjects taught discretely• Long and medium term plans are followed• Active learning with concrete resources• Refer to prior learning• Direct teaching of vocabulary• Enrichment programme and visits
Pedagogy	<ul style="list-style-type: none">• High expectations for all• Adaptive teaching and scaffolds• Lessons begin with recap of prior learning• New learning carefully sequenced and explained• Pupils are active – no hands up, mini-whiteboards, questioning• Delivery is concise and engaging• Appropriate pace and challenge• Guided practice leading to independent learning• Positive behaviour for learning and behaviour policy followed• Concrete resources and minimal use of interactive screen
Assessment	<ul style="list-style-type: none">• Marking and feedback policy followed• Use of formative assessment within lessons• Assessment clearly informs future planning and target setting
Environment	<ul style="list-style-type: none">• Non-negotiables in place• Display policy followed• Consistent use of working walls• Children's work is celebrated• Classroom layout is consistent and facilitates school approaches (set up for group work with carpet space)• Clear and organised classrooms