

**DOVER PARK
PRIMARY SCHOOL**



Teaching and Learning Policy

Date agreed: September 2021

Review date: February 2023

Signed: _____

Chair Board of Governors

Dover Park Primary School

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	September 2019	AW	FGB	New Policy
2	September 2020	AW	FGB	Review
3	September 2021	AW	FGB	Reviewed and updated

Teaching and Learning at Dover Park Primary School

At Dover park primary School, we want every child to experience and enjoy success in order to reach their full potential by engaging in a broad and balanced curriculum that meets their needs. Our curriculum is carefully designed and adapted to respond to the physical, social, intellectual and emotional needs of the children we have in school at any given time.

We provide a safe and supportive environment where diversity is celebrated and children are valued as individuals.

We have high expectations of behaviour and pupil achievement and aspire to excellent in all aspects of school life.

We provide high quality learning, alongside enrichment that is designed to enrich the lives and experiences of our children.

We carefully assess children's learning during lessons, through questioning, marking and by the use of summative assessment tests so that we can plan carefully to close the gaps children have in their knowledge, understanding and skills so that they can catch up with their peers.

We hold the following school values that permeate teaching, learning and life AT Dover park Primary School:

Enjoyment

We want all our children to develop a love of learning and enjoy a broad and balanced curriculum. We believe that the key to this is learning that is based on a deep knowledge of what children can already do and what they need to do next so that children experience success whatever their starting point.

Motivation

We develop and expect self-discipline by encouraging children to take a responsible and conscientious attitude to their own work any study

Respect

All staff consistently model and actively promote the positive attitudes, values and behaviour which are expected of our children. Our curriculum is designed to educate children in the diversity of today's world so that they are tolerant and well informed citizens of the future.

Aspiration

We equip all of our children with the necessary skills to 'be the best they can be'. Children are challenged to get better in all that they do through hard work and well placed support. We actively promote a Growth Mind-set where children learn and grow from mistakes.

Independence

Work across the curriculum is carefully planned to meet the needs of all learners and develop independent learning. Positive and effective feedback develops high self-esteem.

Perseverance

We encourage children to rise to the challenge and to keep going even when things are hard.

High Quality Inclusive Teaching

We believe that all children have the right to High Quality Inclusive Teaching;

High Quality

- Positive relationships between adults and children
- Regular and robust Assessment for Learning (both formative and summative) leads to lessons that are 'driven by learning'
- Teaching is based on a clear knowledge of what children can already do and what they need to do next to make progress, both during a lesson and on their learning journey
- Tasks are engaging, interesting and enjoyable
- Tasks are varied during the lesson so that children are challenged whatever their starting point
- No wasted learning time
- Children make good progress

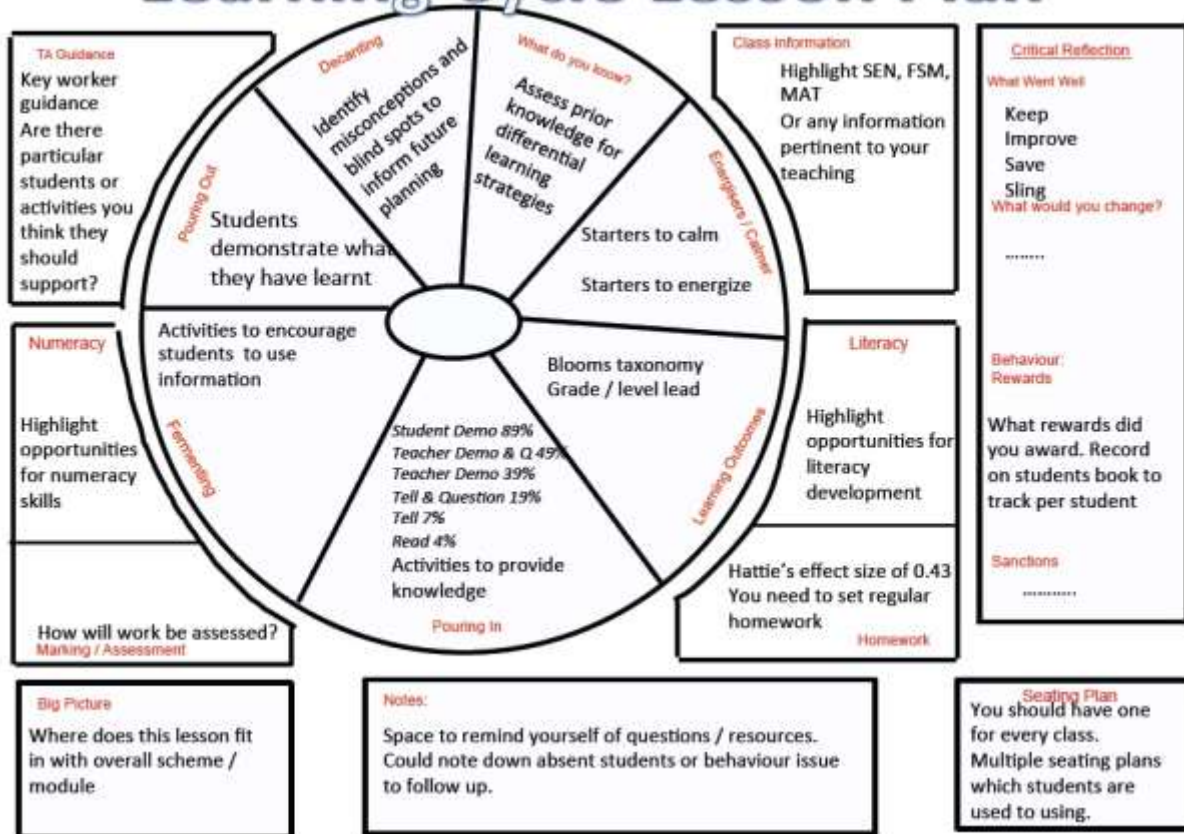
Inclusive

- Children taught in the classroom
- Children of all abilities challenged from their starting points
- Variation of task that leads to success for all
- Children given the tools (knowledge, skills, understanding) they need to make strong progress
- No child overlooked or left behind

- Supportive environment
- Growth Mind-set
- High expectations for all- no excuses

Principles	Strategies
Inclusive	No fixed groups- AfL determines pupil groups All children receive equal teacher time.
Engaging	Consider interests of children Task design
Positive relationships	Pivotal Behaviour Management Growth Mind-set Restorative Justice School values
Challenge for all	Differentiation Variation Questioning at different levels
Progress for all	Responsive teaching- adjusted to the learning taking place Purposeful practice Application
Driven by learning	Using AfL and marking effectively so that lessons are pitched at the right level for all learners
No wasted learning time	Thoughtful planning Organisation of lesson time Checking on/ Extending the learning (AfL) during the lesson High expectation of quantity and quality Children work hard and succeed
No child overlooked or left behind	Address misconceptions Teach gaps- catch up to keep up! Pre-teaching Marking that impacts on subsequent learning
High expectations	Non-negotiables Learning Powers (School values)
Supportive Climate	Growth Mind-set Smaller steps for some Resources, including additional adults Learning environment
Effective feedback	Verbal feedback in the lesson to address misconceptions or to move the learning on. Written feedback leads to pupils improving/editing their work as result

Learning Cycle Lesson Plan



At Dover Park we use assessment both during and after each lesson, alongside other information to ensure we teach the 4R's in a responsive and flexible way:

The Right stuff, to the Right Children, in the Right way at the Right time!