



**DIXONS
ALLERTON
ACADEMY**

Policy Documentation

Policy: Teaching and Learning at Dixons Allerton Academy Primary and Nursery

**Responsibility for Review: Head of Primary
Date of Next Review: January 2014**

Teaching and Learning

Statement of Policy

The Academy is committed to:

- ensuring that all pupils make accelerated progress and attain to their full potential
- ensuring that all teachers and learning support staff are fully engaged in the teaching and learning ethos of the academy
- ensuring that parents are fully aware of and involved in the teaching and learning values of the academy (including learning through play, immersive learning and outdoor learning)
- ensuring that all children are engaged in their own learning and take away joyful memories of their time at Dixons Allerton Academy.

The aims are:

- to outline what Dixons Allerton Academy believes is the best approach to teaching and learning for its children
- to outline the reasons as to why these approaches to teaching and learning are used.

Planning learning experiences for our children

When teaching and planning learning experiences for our children, there are certain things that we always consider.

The Child

The child is always at the centre of everything that we do. When teaching and planning learning experiences we consider:

- What are children's interests?
- What are children's next steps in learning?
- How can we develop each child's characteristics of learning?

Considering the child and their needs always forms the basis for a lesson or learning experience.

Communicating and Interacting

At Dixons Allerton Academy we understand the importance of speaking and listening. Communicating effectively and understanding what others are communicating to you is important for any successful learner. Many

of our activities, both during teacher inputs and in the learning environments (indoors and outdoors) have lots of opportunities for children to speak, listen and learn new words.

Confidence, self-awareness and collaboration

We believe that a confident learner is often a successful learner. We plan opportunities for our learners to be brave and try new things. Practicing skills until you have 'mastery' over them is important in building confidence. Our staff aim to make the learning environments as organised as possible to enable children to return to activities day to day.

Knowing yourself and what you are good at as well as being resilient enough to be able to make your work better is an important part of our teaching. Our teachers give verbal feedback to all of our children all of the time on how to make their work better. We teach our children that 'mistakes are good and mistakes help us to learn'. In believing this, learners are more likely to have a go and then be resilient enough to persevere when things go wrong.

Collaboration and working together is an important life skill for adults and children. We plan many activities in taught input sessions and in the provision that require children to work together. As staff we model how to work together, how to lead a group, how to be a good team player and how to resolve conflict.

Being strong, agile and healthy

All of our staff understand how important strong and healthy bodies are to a good learner. Many of our activities enable children to practice gross and fine motor skills. Outdoor learning is very important to us at Dixons Allerton Academy. Our rule to parents and children is that 'if it is safe to be outside, we will be outside'. We can never promise to keep a child inside unless they have a note from a doctor and have a good medical reason.

Learning experiences that are provided outdoors help children to build strength, release the energy they have and practice core skills that underpin writing and number work. The outdoor environment is as important to us and as valued as the indoor learning environment.

Making healthy choices is also an important part of our teaching and learning. At lunchtime and throughout the day we ensure that children are taught the value of making healthy choices.

Enquiring Minds

We value questions and always plan to promote 'wonderment' in children. We teach our children to ask good questions to find out more, make good predictions and use their imagination to predict events and outcomes. Learners who are imaginative often have more confidence, write better stories and can think with more of an open mind. Lots of opportunities are planned for children to use their imagination and to experience the power of the question 'I wonder?'

Learning about the world we live in and preparing for the world that children will grow up in

Engaging with nature is another important part of many of our learning experiences. Again, outdoor learning is vital to this. Children experiencing the power of outdoors (including the weather, the climate, patterns in the environment, how things grow, how things balance, etc) is important to us. Ensuring that children have many opportunities to investigate the capacity of technology is also important.

At Dixons Allerton Academy we understand that many of the jobs our youngest children will go on to do haven't been created yet. Although we understand that we can't always teach them the skills to complete the jobs that they will do, we can teach them the skills to be successful in any job. Collaboration, perseverance, asking good questions to find out more, understanding the world you live in and being resilient when things are hard are all skills that prepare any worker for any job in any walk of life.

Reading and Writing

At Dixons Allerton Academy we know how important it is to ensure that all of our children can read and write to the necessary level when they leave us. We teach reading and writing in a variety of ways. We teach phonics every day and ensure that children understand letters and sounds and how to use them in their reading and their writing. We also value emergent writing and know how important it is for young people to

feel like a writer. Similarly, we want all of our children to see themselves as readers and realise the joy of reading and books. Enjoying what you read and engaging in what you write is very important to all at Dixons Allerton Academy. Leading learning from a core story and providing many meaningful and exciting reasons to write is important to us.

Number and Problem Solving

As with being reading and writing literate, we want all of our children to be number literate. We understand that this is much more than just recognising numerals and saying numbers in order. We teach number and an understanding of number in meaningful ways. Applying number, understanding place value, understanding more and less, understanding how to add and take away and practicing these skills both indoors and outdoors is very important when planning learning.

Enrichment

We understand the importance of helping learners to make links in their learning. Providing meaningful learning experiences that involve visits out of school and events inside school are good ways of helping children to make links between their learning and the rest of their life.

We also feel it is important to provide as many enrichment opportunities as possible to broaden the experience of our children. A quality educational visit with lots of links to learning in school afterwards can often be the most positive memories many children have of school. We want to use these experiences to help children speak, listen, read, write, count and learn about the world.

Ensuring Progress in lessons and overtime

All staff at Dixons Allerton Academy are trained in a range of assessment for learning techniques. They use these during every lesson to find out where every child is in their learning. Tailoring the teaching and provision to meet the needs of every child both during the lesson and over time is vital.

To ensure that all pupils make accelerated progress, every child has a named keyworker who is responsible for the up keeping of their assessment records and learning journey records over time. It is this

member of staff's responsibility to plan next steps in learning for the child and share these with the rest of the team and the child's family.

Ultimately, it is the responsibility of the class teacher and the Primary Head to ensure progress for all children over time. Half termly pupil progress meetings, learning journey scrutiny and regular learning walks are all aimed to quality assure the effectiveness of assessment procedures.