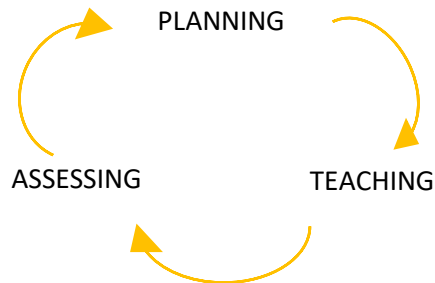


Dynamic Teaching and Learning Policy

September 2020

At Glemsford Primary Academy, we structure our quality-first teaching around the following virtuous golden circle:



This is to say our teaching and learning is **dynamic** – it is constantly adapting and evolving to meet the needs of the children, depending on how they assimilate, understand and retain the curriculum of knowledge, skills and concepts we teach them. Our primary aim is to lead our children towards **mastery** of the curriculum, which means deeper understanding and greater engagement in learning.

Though the standard curriculum we teach to our children is the same for everyone, as are our high expectations for all, the way in which they learn – and therefore the way in which we teach them – will not always be the same.

We believe you can teach anything to any child, provided you have:

- dual knowledge: of the curriculum *and* of how children learn
- sound knowledge of every pupil in your classroom: their context, their learning styles and their educational needs and strengths
- a wide repertoire of planning, teaching and assessment skills.

Key to Dynamic Teaching and Learning (DTL) is the idea that the role of a teacher involves more than the delivery and resultant marking of a scheme of work; DTL involves constant adapting and revising of plans so that what children learn today should affect what we plan to teach them tomorrow.

All English and maths objectives used for planning should originate from the national curriculum statements. This then provides a clear reference for assessment, skill development and evidence.

Please refer to ‘how we teach maths / English at Glemsford’ documents.

Whole class marking is non-negotiable and must be adopted by all teachers at all times, so that we can keep a clear record of:

- a) what is being taught
- b) how deeply our pupils have understood it
- c) what else we can do to ensure everyone masters it.

We recognise that there may never be a time when every child in our classroom masters everything we teach them, but we will always work towards this goal. We remain ambitious for everyone.

Wherever possible, marking and feedback should be carried out during the lesson as an integral part of AfL and deploy additional support where necessary.

For DTL to have maximum impact, we must strive to keep up-to-date records of pupils’ attainment and progress. These records are made very much easier using our whole class marking approach. This will enable all teachers to provide the following information at our half-termly Pupil Progress Meetings:

1. Current data on pupils’ attainment and progress (in English and Mathematics particularly)
2. Clear insight into where pupils’ needs and strengths are, in order to produce:
3. An action plan on how to support and/or extend pupils learning in order to achieve mastery.

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Deputy Headteacher
Review date: October 2020