



Dhoon School, Maughold, Isle of Man



*Department of Education and Children
Rheynn Ynsee as Paitchyn*

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DHOON SCHOOL POLICY FOR TEACHING AND LEARNING

Overview

At Dhoon School every child will have an entitlement to benefit from teaching of the highest quality. This policy sets out the criteria that is expected of all teaching and learning in the school. Teachers at the school have the professional responsibility to ensure that their teaching meets this standard. The headteacher and other senior members of staff will monitor, evaluate and review teaching and learning at the school regularly to ensure high standards are met and maintained.

Objectives

- To ensure that all pupils benefit from teaching and learning of the highest standard
- To provide a basis for monitoring, evaluating and reviewing teaching and learning approaches
- To ensure that all teachers are given feedback on their strengths and areas for development in their teaching and to set professional development targets for improvement
- To continue to strive to improve the quality of teaching and learning to improve pupils progress and, ultimately, raise standards at the school

Strategies

- Teachers are expected to base their teaching on secure knowledge of the Isle of Man Dept. of Education & Children's 'Essentials for Learning' curriculum
- Teachers are expected to teach effectively the basic skills of the curriculum
- Lessons should have clear learning objectives as to the knowledge, skills and understanding that pupils should acquire
- Teaching should challenge and inspire pupils of all ability levels
- Learning opportunities for pupils of all abilities, including those with special or additional needs, including rapid learners, should be varied, challenging, and appropriate to the pupils needs. In some cases, this may include pupils taking advantage of additional learning opportunities beyond the usual classroom provision (for example, one-to-one support, focus group activity, working with external providers, provision from Ramsey Grammar School, etc)
- Teachers should set high expectations for all pupils
- Teachers should use an appropriate range of teaching approaches and methods to enable all pupils to learn effectively, taking into account the range of individual learning styles in their class
- Lessons should generally include; good use of language; a wide range of questioning;

building on prior learning; use of investigation.

Additionally, lessons should often feature opportunities for; pupils to direct their own learning; pupils to work in pairs or groups of different sizes; pupils to present their learning in a way of their choosing; pupils to reflect on their learning; pupils to be involved in the assessment of their learning; pupils to work with the teacher to set 'next steps' for future learning.

- Teachers should manage their classrooms and pupils behaviour to ensure that pupils are able to learn effectively
- Teachers must insist on high standards of behaviour at all time
- Teachers must ensure that time, support staff and other resources including ICT are used effectively to promote good pupil progress and high standards of achievement
- Teacher must assess pupil progress regularly and thoroughly, either in writing or verbally, and often in discussion with the pupil, noting what the pupil has done well and identifying 'next steps' for further improvement
- Teachers must record a National Curriculum Level for each pupil in Reading, Writing, Maths at the end of each term, and Science at the end of each year
- In line with the school homework policy, teachers should provide regular homework activities which are relevant to work carried out in class, either reinforcing prior learning activities from class or offering opportunities for pupils to extend their knowledge, skills or understanding.

Outcomes

This policy supports and underpins practice which will enable pupils to; successfully acquire new skills, knowledge and understanding; apply intellectual, physical or creative effort to their work; be productive and work at an appropriate pace; show interest in and develop ownership of their learning; sustain concentration; and think and learn for themselves. They will also develop an understanding of their own progress, recognise where they have been successful and be able to identify ways to improve.

Revised by Staff in the Spring Term 2014
