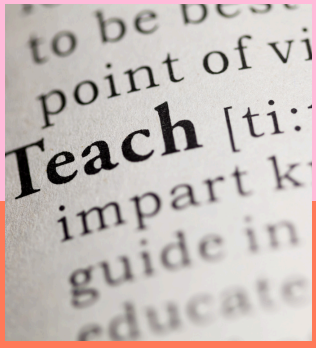
DURSLEY CofE PRIMARY ACADEMY

THE DIOCESE OF GLOUCESTER ACADEMIES TRUST
unlocking potential

Together we shine brightly because together we make a difference.



ON TRACK FOR EXCELLENCE: OUR TEACHING AND LEARNING POLICY

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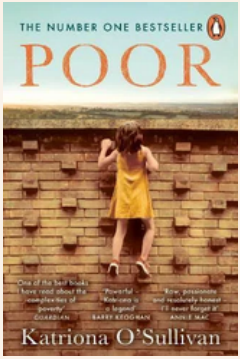
OUR WHY

At Dursley CE Primary Academy, our vision is:
Together we shine brightly because together we make a difference.
This vision underpins everything we do and reflects our belief that every child deserves the highest quality education. Through strong relationships, high expectations and a commitment to continuous improvement, we work together to help every pupil flourish.

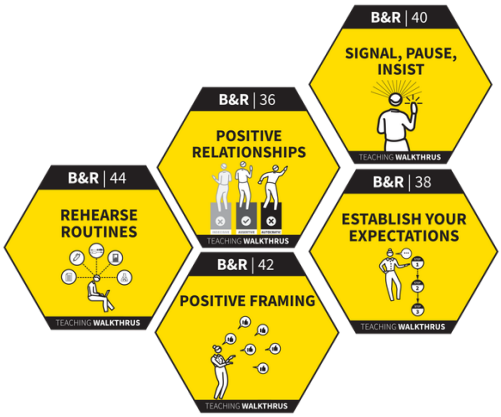
This Teaching and Learning Handbook sets out our shared approach to effective classroom practice. Informed by Tom Sherrington's WalkThrus, it provides a common language and practical strategies that support excellent teaching across our school. The WalkThrus help us develop our expertise through small, deliberate improvements that have a meaningful impact on pupils' learning.

This handbook is not a checklist, but a guide to the principles and approaches that enable us to provide consistency, clarity and excellence for every child. By working together, learning from one another and continually refining our practice, we ensure that we truly shine brightly and make a difference to the lives of the children we serve.

'Although the 'same' opportunities are open to people of all backgrounds, we live in a system where those coming from stable, secure childhoods do well and there is no allowance for the struggle of those who don't. We need equity in education, not equality. If someone can't see straight because the world is falling in around them, we need to raise them up to clearer skies...'



BE READY, BE RESPECTFUL, BE SAFE



Our behaviour culture is built upon strong relationships, high expectations and a shared commitment to supporting every pupil to succeed. Our approach is informed by the Education Endowment Foundation's guidance on improving behaviour, which highlights that consistency is key. When expectations, routines and responses are applied consistently, pupils experience school as fair, predictable and safe, enabling learning and positive relationships to thrive.

- We teach, model and reinforce our three school behaviour expectations.
- We use calm, respectful and professional language at all times, recognising that adults set the emotional tone for the classroom.
- We maintain high expectations for every pupil, using consistent routines, clear boundaries and positive recognition to support success.
- We seek to understand the reasons behind behaviour, making reasonable adjustments and providing appropriate support while upholding high standards for all.
- We follow up behaviour consistently through restorative conversations, helping pupils reflect, repair relationships and make positive choices in the future

CALM, FOCUSED, PURPOSEFUL

A calm and purposeful start to every lesson ensures that learning begins immediately and that no learning time is lost.

Effective starts establish high expectations, reinforce routines and create the conditions for pupils to engage successfully with new learning.

At Dursley CE Primary Academy, all lessons begin with a clear focus on readiness, organisation and learning from the moment pupils enter the classroom.

RESOURCES AND LEARNING ENVIRONMENT ARE PREPARED IN ADVANCE

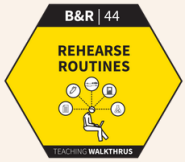
DURSLEY WALK

MEANINGFUL WALK-IN TASK IS AVAILABLE IMMEDIATELY ON ENTRY

USE A CALM, CLEAR AND PURPOSEFUL VOICE

ESTABLISH CONSISTENT ROUTINES

CALM, CONSISTENT, ORGANISED, AND CLUTTER FREE CLASSROOMS







RELATIONSHIPS

AT DURSLEY C OF E PRIMARY ACADEMY, POSITIVE RELATIONSHIPS ARE THE FOUNDATION OF EFFECTIVE TEACHING, LEARNING AND BEHAVIOUR.

WE BELIEVE THAT PUPILS THRIVE WHEN THEY FEEL KNOWN, VALUED AND CARED FOR. GUIDED BY THE PRINCIPLES OF COMPASSIONOMICS, WE UNDERSTAND THAT COMPASSION, CONNECTION AND BELONGING AND FEELING VALUED HAVE A SIGNIFICANT IMPACT ON WELLBEING, ENGAGEMENT AND ACHIEVEMENT.



- **GREET EVERY CHILD EVERY DAY, CREATING A POSITIVE START AND STRENGTHENING A SENSE OF BELONGING.**
- **LET PUPILS KNOW YOU CARE THROUGH WARMTH, CONSISTENCY, ENCOURAGEMENT AND GENUINE INTEREST IN THEIR LIVES.**
- **BUILD AND REBUILD RELATIONSHIPS, RECOGNISING THAT MISTAKES ARE OPPORTUNITIES FOR RESTORATION, REFLECTION AND GROWTH.**
- **USE CLASS DOJO CONSISTENTLY TO CELEBRATE EFFORT, RECOGNISE POSITIVE CHOICES AND STRENGTHEN HOME-SCHOOL PARTNERSHIPS.**
- **MODEL KINDNESS, RESPECT AND EMPATHY IN EVERY INTERACTION.**
- **CREATE CLASSROOMS WHERE EVERY CHILD FEELS SEEN, HEARD, VALUED AND SUPPORTED TO SUCCEED.**

DESIGN THE LEARNING

We use a consistent **5-part lesson** structure to provide pupils with clarity, continuity and high-quality learning experiences.

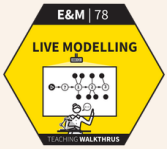
The **5-part lesson** enables teachers to revisit prior learning, explicitly teach new knowledge, provide opportunities for guided and independent practice, and check understanding throughout the lesson.

This structure supports pupils in building secure knowledge, developing confidence and achieving success across the curriculum.

RETRIEVAL



NEW INFORMATION



WORKED EXAMPLES- I DO, WE DO, YOU DO



INDEPENDENT PRACTICE



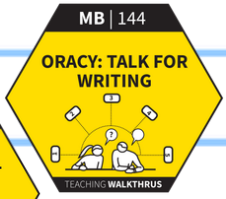


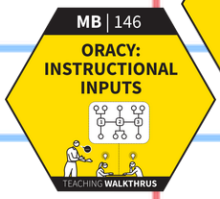


FEEDBACK



ORACY


MB | 144
ORACY: TALK FOR WRITING
TEACHING WALKTHRUS


MB | 146
ORACY: INSTRUCTIONAL INPUTS
TEACHING WALKTHRUS

SUPPORT FOR ALL

ACCESSIBLE ACTIVITES BY DESIGN

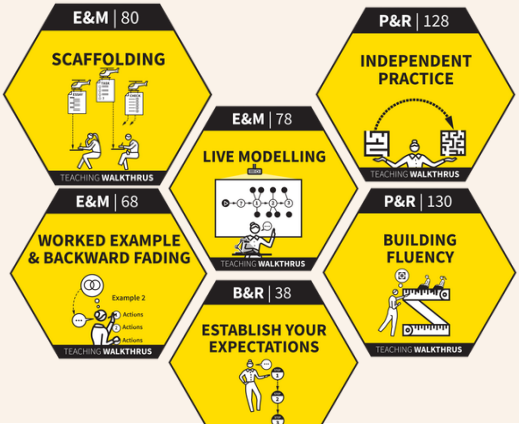
Have your vulnerable pupils in mind from the start of everything.

- How can they achieve?
- What can I do to support this?
- Will they be able to access the activites you propose?

All learning experiences must provide equitable opportunity for the majority of children to shine brightly and flourish.

How can you do this?

- Sentence stems/fragments
- Format grids
- Multiple choice answers
- Word banks
- Matching activities
- Sequencing
- Labelling diagrams
- Categorising



STRONG MODELS

Children are provided with high quality models of learning outcomes, so that children are clear of the expectation.

We plan their talk partners so that children are consistently and appropriately supported.

PREDICT BARRIERS- DESIGN SOLUTIONS

- Do children have everything they need to be successful?
- Has prior learning given them everything they need to access the session?
- Do they know the expectations?
- Do they have the physical resources?
- Do they have enough vocabulary?

Get all the detail correct from the start, and the children WILL succeed.

ASSESSMENT

At Dursley CE Primary Academy, assessment is used to inform teaching, identify next steps and ensure that every pupil achieves the best possible outcomes.

Assessment is an integral part of the teaching process and helps us identify strengths, address misconceptions and provide timely support.

Formative Assessment

We use a range of strategies to check understanding and adapt teaching, including:

- Retrieval activities.
- Mini whiteboards.
- Questioning and cold calling.
- Checking for understanding.
- Observation and discussion.
- Live feedback and responsive teaching.

Summative Assessment

This provides a broader picture of pupil attainment and progress. We use a range of assessment information, including PiXL assessments and school tracking systems, to identify trends, celebrate success and target support where it is needed most.

Every three weeks, leaders and teachers participate in Raising Standards Meetings, using assessment information to evaluate progress and focus on key marginal pupils. These discussions enable us to identify barriers, plan interventions and deploy resources effectively to maximise achievement.



Together we shine brightly because together we make a difference.

NOTES

NOTES