Teaching and Learning Policy guidance: developed from Dialogic Teaching project work. Proposed action plan.

Issues to be considered by Senior Management Team:
1. Quick review of existing Teaching and Learning Policy
2. How does dialogic teaching and the dialogue table in particular fit in with our approach to teaching and learning (or vice versa!)?
3. Benefits for children
4. Introducing this to staff
5. Monitoring and evaluating

Work with staff (over a series of staff meetings/team meetings):
1. Recap on dialogic teaching – what exactly is it?
2. Dialogic teaching 'audit' – using 1st column of dialogue table – including discussion about evidence ('How do we know?')
3. Share qualities of dialogic teaching already evident in our teaching (SMT to be ready with positive examples from performance management observations, eg classroom displays, interactive teaching styles, comments boxes in classrooms etc)
4. Introduce dialogue table as the new 'guidance' element of our Teaching and Learning Policy – stress that actually very little of this will be new (this should be reassuring in terms of workload!). Explain how the table will serve as a framework to help us evaluate and enrich our approach to teaching
5. Review use of IWB in classrooms – share examples of flipcharts/other IWB resources and how we used them, plus how children responded (opportunities for people to have additional IWB input if they want to)
6. Team meetings: collect examples of learning styles/activities/approaches for the 'You will see us…' column of the table. Add these to the table to be used when planning
7. Agree to try out something, eg use of images (link this to PSHCE/SEAL work and all classes use the same images) and feedback at staff meeting about how children in different year groups responded – differently or with some similarities?
8. Team meetings: review of different types of dialogue we use in class, or could use. Link this to our work on improving writing and boosting speaking and listening throughout the school.
9. Monitoring and evaluating: discuss how we could evaluate our use of dialogic teaching. Possibilities include:
    - peer observation (issues relating to release time);
    - as part of performance management observations (by Head or Team Leader); some subject co-ordinators might like to focus their monitoring of teaching and learning on the impact of dialogic teaching approaches/strategies
    - children's responses: development of a checklist