



Oakley Cross Primary School

"We believe in respect and success for all"

Teaching & Learning Policy

Date of policy: January 2021

Review date: January 2023

Our School Values

We want to instil in our children the core values of:

- Respect
- Resilience
- Confidence
- Kindness
- Tolerance

These values support the way in which all members of our school community can live and work together in a supportive way. They support our school aims.

School Aims (Written by staff)

Article 3: The best interests of the child must be top priority in all things that affect children.

At Oakley Cross we aim to provide a high quality curriculum, underpinned by strong teaching and learning and encourage every child to:

- **R**espect themselves, others and the environment
- **E**xpress their needs and feelings and recognise the needs of those around them
- **S**ucceed and reach their full potential by developing a positive work ethic and through high expectation and aspiration
- **P**ersevere when challenged, demonstrating resilience
- **E**nrich their lives through learning and seizing every opportunity to try new experiences
- **C**ontribute fully to school life and the wider community by developing confidence, self-esteem and independence
- **T**olerate others, embrace and celebrate difference and resolve problems appropriately

School Aims (Written by students)

Article 13: Every child must be free to say what they think.

The children of Oakley Cross expect the following aims to be supported by all Duty Bearers.

- **R**espect our right to be safe
- **E**veryone has the right to an education
- **S**pend time listening to children
- **P**rotect our environment so it is clean and safe
- **E**xercise is key for a healthy body and mind
- **C**are for us like a family
- **T**rain all new Duty Bearers

At Oakley Cross we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at all stages of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- effective and focussed learning activities with clear objectives and outcomes
- a clear understanding by the children of the method and purpose of activities in which they engage
- progress in the children's learning (in their books, on the walls, in conversation, in their learning behaviour, in their data)

TEACHERS WILL ENSURE THAT:

- work is planned, both termly and half termly to set a wider context for learning and weekly/fortnightly to cover specific English and Maths units of work. Electronic plans are filed for shared reference
- termly and weekly plans adhere to the progression of skills and distribution of knowledge defined in the whole school Curriculum Maps
- planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- Programmes of Study in Years 1-6 are informed by the National Curriculum
- there is a broad and balanced Curriculum in place that ensures continuity and progression
- subject specific curriculum expectations are in place
- a monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, work scrutiny

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- creative teaching and creative learning

- teaching that supports the construction of skill and knowledge structures, making learning accessible and motivating for children
- learning activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
- a pace of learning that is optimised for progress and high quality outcomes
- children's home-learning being valued
- children learning independently
- children collaborating on projects
- children enjoying their learning

TEACHERS WILL MAKE SURE THAT:

- well-judged and effective teaching strategies successfully engage pupils in their learning - a hook, learning journey and high quality outcome will be in evidence in each unit of learning
- they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- well framed questions, knowledgeable answers and the use of discussion, promotes deep learning
- appropriate home-learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in areas under study

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Achievement Assemblies, newsletters, notice boards and the school website
- whole school themes provide points of shared discussion and motivate learners across the school

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at all stages of attainment.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning - eg. redrafting writing in collaboration with the teacher
- children who are motivated to learn through differentiated learning-activities that build on their prior attainment and challenge that is pitched so that is achievable when they work hard and try their very best
- children with specific learning needs receiving dedicated support as required to optimise their learning
- pupils supporting one another where appropriate
- independent learning, where children use assessment information to direct their own learning activity

TEACHERS WILL MAKE SURE THAT:

- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback
- marking is frequent and regular, providing pupils with very clear guidance on how learning-outcomes can be improved (see Feedback and Marking Policy for more detail)
- they have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all
- they keep agreed assessment records and submit data termly to enable Pupil Data Tracking (reading, writing, GPS and mathematics)

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- we adhere to the principles and practices set out in our Assessment Policy
- we adhere to our Feedback and Marking Policy that ensures consistency of practice
- there is an efficient system of Pupil Data Tracking in place; data is scrutinised rigorously in Pupil Progress Meetings involving year group partner teachers and members of the Senior Leadership Team; this data is utilised in the deployment of resources
- Our SENCO is available to support staff, children and parents in their teaching and learning, providing advice and suggesting appropriate intervention where necessary

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- an atmosphere of mutual respect between adults and children
- children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- children's high self-esteem, with all children feeling valued and secure
- children taking risks in their learning, and learning from their mistakes
- children's learning outcomes displayed around the classroom and the school for others to appreciate and admire
- organisation of classroom routines and resources to optimise learning

TEACHERS WILL MAKE SURE THAT:

- they teach children how to behave well
- they employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the schools Respectful Relationships (Behaviour) Policy, and these are applied fairly and consistently
- good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner - they will not shout or lose their temper

- children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies
- any criticism will be constructive and children's self-esteem will always be maintained

IMPLICATIONS FOR THE WHOLE SCHOOL:

- a clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school
- high expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff
- safeguarding procedures are in place and are adhered to

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children's home-learning being valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school

TEACHER'S WILL MAKE SURE THAT:

- useful feedback about their children's learning is given regularly to parents, both informally, when appropriate, and formally, through termly parent, teacher meetings and an annual written report
- parents know how they can support their child's learning at home or in school
- they are approachable and available to parents (by appointment if necessary)
- information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via text, letter or email
- parents are welcomed to help in classrooms and /or around school
- they set appropriate home-learning activities to develop children's understanding of topics covered in class which are published on the website

IMPLICATIONS FOR THE WHOLE SCHOOL:

- dedicated members of staff to nurture parental engagement and encourage life-long learning for parents and the wider community - Miss O'Neil through her weekly drop in sessions and Mrs Mathwin our Attendance Officer
- ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, school Facebook page, notice boards and the school website
- facilitate parental involvement through the provision of dedicated space for formal and informal meetings and through support for a vibrant parent - teacher association (The Friends of Oakley Cross)