



Teaching for learning policy

Mission Statement

At Oak Green School we are committed to developing lifelong learners and responsible citizens with a clear vision for their future. Learning is the purpose of the whole school and is a shared commitment. At Oak Green School we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning.

Guiding Principles

- provide a safe, happy, healthy and friendly environment, which enables children to develop their self-esteem and decision-making skills enabling them to make a positive contribution to school life and beyond;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of respect, honesty, kindness, trust, friendship and fairness;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.
- work hand-in-hand with parents/carers and members of the Oak Green community to maintain and develop a school of which we can all be proud;

As a school, we are committed to our mission statement – **'Believe, Achieve, Succeed'**

This policy is designed to:

- Set out guidelines for the agreed principles and approaches which underpin teaching for learning in our school
- Promote consistency of approach and expectations, continuity and progression in order to improve the quality of teaching for learning
- Recognise, acknowledge and implement the most effective classroom practices, in order to further children's learning intellectually, socially, emotionally and physically

Our primary aim is delivering a high-quality education to all children by providing teaching that:

- Is relevant to the needs and interests of all children giving them the opportunity to develop self-knowledge and self esteem
- Provides children with the essential basic skills and instil a love of learning
- Promotes high expectations celebrating both success and effort
- Challenges and supports to empower all children including those with special needs and the most able
- Enables children to take ownership of their learning with the confidence to question and be independent

Ethos:

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- using visits and visitors to enrich the curriculum and to widen children's experiences and support learning across a range of subject areas;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

At Oak Green School we believe that children learn best when:

- They are made to feel secure and confident in terms of environment, relationships and learning
- They are interested and involved in the learning process
- They are happy, healthy and alert – receptive and positive
- They feel valued – teachers and other adults care about their development as learners
- They have opportunities to explore and take risks
- They are actively involved, making choices and taking responsibility in their learning
- They received positive feedback and praise for achievements
- Learning is built on existing knowledge and experience
- They have opportunities to talk about their work, reflecting, discussing and sharing ideas
- The teacher is knowledgeable, enthusiastic and motivated
- They have clearly defined targets which they can successfully achieve
- The purpose of a task is understood
- A variety of resources are used
- They are presented with learning tasks that are meaningful, relevant and appropriately matched
- Mixed pedagogy and lesson structures are used for purpose
- Differentiation is used for purpose, matched to the child
- They are made aware of different learning styles and recognise those with which they feel most comfortable and enabled to learn
- They are skilled at self-assessment
- The classroom environment is extended to include the outdoor learning environment of the school, the immediate locality and the wider, surrounding area.

At Oak Green School we believe that teachers teach most effectively when:

- They feel valued within the school community
- They develop excellent relationships with the individuals in their class
- They ensure the teaching style matches the learning style
- They work as part of a mutually supportive team (whole school and within year groups)
- They are able to work collaboratively with colleagues, planning and evaluating together
- They feel supported to take risks
- They have access to high quality professional and joint professional development opportunities
- They have regular release time out of the classroom to plan and evaluate the curriculum
- They have good support from additional adults and other agencies
- They are clear about their aims and share them with learners

- Clear boundaries are set
- They take account of children's prior learning and ensure continuity and progression
- They have excellent subject knowledge
- They motivate, enthuse and engage learners
- They develop effective relationships with parents
- They have regular constructive dialogue about learning and self-assessment with individual learners
- A positive, purposeful, relaxed working environment is established and maintained

Learning Processes and Learning Styles:

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes. These include:

- investigation;
- experimentation;
- listening;
- observation;
- talking and discussion;
- asking questions;
- child-initiated play;
- practical exploration and role play;
- retrieving information;
- imagining;
- repetition;
- problem-solving;
- making choices and decision-making.

At Oak Green School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills. We aim to provide carefully constructed learning that manages the cognitive load of pupils and builds knowledge based on existing schema via retrieval practice, concrete examples, scaffolding, explicit modelling and high-quality oracy (i.e. Rosenshine's Principles). This ensures inclusive high-quality teaching for all. We recognise that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values.

Planning:

The foundation for curricular development is the School Development Plan, developed through a process of collaboration between staff, and approved by governors.

At Oak Green School we are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHCE and RE. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Planning takes place termly, with reference to the National Curriculum 2014, Early Years Foundation Stage and the Whole School Long Term Curriculum Plan. Swimming instruction with specialist teachers takes place at the local swimming pool,

Plans are based upon previous assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study. At Oak Green

School we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use mathematics at a proficient level to facilitate learning across the curriculum.

Planning will incorporate as many styles of working as possible. These styles include:

- individual learning;
- collaborative learning in small groups, or pairs;
- one to one learning with an adult, or more able pupil;
- whole class;
- independent learning.

Group work may include friendship, matched ability, mixed ability, etc, appropriate to the activity.

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.
- Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

Resources:

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
- all children know where classroom resources are kept and the rules about their access and use;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- the library is a valued resource and used appropriately;
- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the subject leaders. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

Organisation:

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- one to one teaching;
- collaborative learning in pairs or groups;
- verbal feedback;
- live marking;
- independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

Classroom support is available in the form of both teaching assistants and volunteers. These are used at the discretion of the class teacher. Volunteer helpers assist with the many aspects of school life, including supporting reading and providing assistance with school visits.

How is Teaching and Learning Monitored?

Planning is monitored regularly by relevant subject leaders. Feedback is given to Assistant Head teacher's and/or the appropriate teacher. Assistant headteachers are responsible for monitoring whether planning is completed to a high standard.

Throughout the year, regular lesson observations, learning walks, book and lesson plan scrutiny will be carried out by ESLT as well as individual subject leaders. Individual subject leaders are responsible for having clear and shared intentions for their subject as well as driving improvement. The standard of teaching and learning is determined by triangulating lesson observations, book scrutiny findings and pupil progress data. Members of the leadership team may drop in to observe lessons and the progress the pupils are making at any point in the school day as part of the Monitoring and Evaluation timetable.

Partnership with Parents Family learning:

At Oak Green school we value the importance of family learning and are committed to support parents and carers to become involved in their own child's learning both at school and at home. Home school communication is an essential element of this process and we use the newsletter, workshops, open mornings and assemblies to encourage parents and carers to get involved in their child's learning as well as utilising Tapestry in EYFS to share WOW moments.

Assessment, Recording and Reporting:

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Times tables are tested in Year 4. Optional tests are also taken in Years 1, 3, 4 and 5. Initial baseline assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Monitoring and Evaluation:

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Co-Headteachers. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around the impact of the interventions that are used. Subject leaders will regularly monitor children's books.