



Oakridge Primary School Learning and Teaching Policy

Adopted:	September 2020
Chair of Curriculum Committee:	Mrs Lewis
Next review date:	November 2021

1 Vision

Why

We believe in making our children world-class learners, developing in them a confidence and thirst for knowledge, enabling them to realise their talents and create their future.

How?

By tenaciously challenging and developing our own understanding of learning, as well as providing for them a 'Disney Land' curriculum with a fantastic range of curricular and extracurricular opportunities which engage enrich and excite them as learners.

Introduction

We believe that effective teaching and facilitating means effective learning and that is what we should be striving for in every lesson. Our teaching and learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil success.

Rationale

Our Learning policy is at the heart of all we are doing at Oakridge. It sets out clear expectations, provides a consistent approach, which can be easily monitored and ensures personalisation for all our pupils. It also encompasses the school values of:-

- Collective responsibility
- Teamwork
- Respect
- Reflection

as well as encompassing the principles of Building Learning Power and developing a 'growth mindset' within children. We have high expectations of the whole school community to ensure the highest quality learning experience for our pupils. This is in how we plan opportunities for learning, the expectation of how members of our community are treated and ensuring every member of every class has a positive learning journey and no child is left behind.

2 Aims and objectives

2.1 We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows learners to develop their skills and abilities, in order that they become profound life-long learners.

2.2 Through our teaching and facilitating of learning we aim to:

- promote the ethos of visible learning so that each children knows where they are in their learning and what their next steps will be
- provide children with knowledge which is retained by being transferred to long term memory
- enable children to become confident, resourceful, enquiring and interdependent learners who take responsibility for learning
- foster children's self-esteem and help them build positive relationships with other people with an understanding of how to keep themselves safe
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people
- enable children to understand their community and help them feel valued as part of this community
- help children grow into reliable, independent and positive citizens for the 21st century

3 Effective Learning

Effective Oakridge Teacher	Associated Behaviour
<ul style="list-style-type: none"> Has a passionate belief in the potential of every learner and knows that intelligence can be learnt 	<ul style="list-style-type: none"> Children are engaged in their learning. Children are passionate about learning; they are motivated and inquisitive. Children are learning to think and have an understanding of meta-learning.
<ul style="list-style-type: none"> Knows the uniqueness of each child and aims to instil an intrinsic motivation 	<ul style="list-style-type: none"> On some occasions children have choice and control: they create personal pathways – they have a voice in what they learn, how they learn and where they learn Children are ambitious within their learning Next steps are shared with each child
<ul style="list-style-type: none"> Recognises the uniqueness of the learner and provides timely and appropriate intervention 	<ul style="list-style-type: none"> Children fully understand their learning and are clear about how they will be successful Children can reflect on their own progress and staff can assess the children’s progress and modify their teaching accordingly
<ul style="list-style-type: none"> Has strong subject knowledge 	<ul style="list-style-type: none"> Accurate and engaging delivery
<ul style="list-style-type: none"> Provides challenge through well-structured shallow, deep and profound learning experiences 	<ul style="list-style-type: none"> Children are ‘thinking’ within 1 minute of entering the class. All groups of children can make progress Children are aware of the transferable skills they are developing and will apply this independently in other learning Clear success criteria and use of WAGOLLS to promote challenge
<ul style="list-style-type: none"> Uses questioning and other techniques as part of the teaching tool kit to foster and maintain pupil’s interest in each subject and address misunderstandings through genuine dialogue 	<ul style="list-style-type: none"> A range of questions are used to encourage children to think more deeply Variety of questioning techniques to involve all of the children (lollipop sticks, thinking time, TPS and basketball etc) with an expectation that everyone is ready with something to contribute. Mini plenaries throughout the lesson There are genuine dialogues between pupil and teacher and pupil and pupil
<ul style="list-style-type: none"> Uses developmental feedback – Learning is assessed through children’s understanding when explaining and justifying their answers 	<ul style="list-style-type: none"> All children need to know what they need to do to get better Children display a growth mindset and are at ease with knowing that they can get better in their learning Make reference to the challenge pit and the associated strategies used to solve problems Promote visible learning strategies
<ul style="list-style-type: none"> Reflects and keeps on learning 	<ul style="list-style-type: none"> Up to date subject knowledge and pedagogy based upon research
<ul style="list-style-type: none"> Recognises that learning is a social process(Reciprocity)–, 1’s,2’s, and larger groups 	<ul style="list-style-type: none"> Learning is reciprocal – children value everyone’s contributions Children work productively in a variety of social settings: they know when it is best to work alone, and when in a team and how to contribute to and gain from teamwork. Children are aware of the Oakridge values and how these fit within the bigger picture of the UNCRC Rights respect agenda

Effective Learning results in:-

- Knowing you have succeeded
- Reflecting on what you can do to be more successful
- Knowing how to move your learning forward
- Explaining what you have learned
- Applying it to other situations
- Teaching it to someone else

Effective teaching results in effective learning. As a result, we expect teachers to develop the following mindframes which reflect the visible learning ethos:

- I am an evaluator
- I am a change agent
- I talk about learning and not about teaching
- I see assessment as feedback to me
- I engage in dialogue and not monologue
- I enjoy challenge
- I engage in positive relationships
- I use the language of learning
- I see learning as hard work
- I Collaborate

3.3 We encourage children to take responsibility for their own learning, to be involved in reviewing the way they learn, what they have learnt and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. We share learning pathways with children so that they know where they are in their learning and where they will go next. We also instill ‘learning mind frames’ during FS and KS1 so that during KS2 children can develop their own learning processes.

When teaching we focus on supporting the children to understand themselves as learners and building on their skills, knowledge and understanding of the world. We use the school curriculum plan to guide our teaching which sets out the areas of Learning in each year group. The school’s vision and values play a fundamental part in the planning of these areas of learning. Teachers plan opportunities for children to investigate and discuss the schools values, as well as the British values.

We base our teaching on our knowledge of the children’s level of attainment. Our prime focus is to develop further the knowledge, skills and learning behaviours of the children.

We also we ensure that children are taught how to keep themselves safe and incorporate this in many curriculum areas as well as in specialist learning activities such as ‘Bikeability’.

When planning work for children with special educational needs we give due regard to information and targets contained in the children’s Individual Education Plans (IEPs). We have high expectations of all children, and ensure that learners have high expectations of themselves.

3. Self Evaluation

We set targets for the children in each academic year and we share these targets with parents at the initial parents evening. We review the progress of each child termly and set revised targets.

We also encourage our children to take ownership of their own learning through self-evaluation and reflection. Through self and peer assessment, children will articulate the next step in their learning journey. Children are given time to act upon their own reflections as well as feedback given from peers and adults in the classroom.

3.4 All members of our staff have good working relationships with all children in the class. We treat the children with kindness and respect and expect that members of Oakridge show the same respect to all members of our community. We treat them fairly and give them equal opportunity to take part in class activities. We ensure that there are no invisible children in school. We praise children for their efforts and encourage children to praise and share the success of their peers and, by so doing, we help to build positive attitudes towards school and Learning in general. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class charter. We expect all children to comply with these guidelines that we jointly devise to promote the best learning opportunities for all.

3.5 Learning assistants, nursery nurses and adult helpers play an integral part in the Learning journey of the children at Oakridge. They fully understand the ethos behind our learning to learn programme and use this, in conjunction with discussion with the teacher, to help the children they work with become more powerful learners.

3.6 All our members of staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. As a school we place great importance on reflecting on learning and use training days and staff meetings to ensure that we reflect on learning on a regular basis.

4. Climate for Learning

For effective Learning to take place it is important to develop the right climate across the school. For this to happen, high expectations need to be established, shared and understood by everyone who helps deliver Learning in our school.

At the beginning of the staggered drop off period, the school will be opened for the children to come straight into school where they will complete morning Maths or morning English

At the end of each break the children will be collected by the class teacher. The teacher will explain what Learning will be taking place and what the children need to do to get ready to learn.

The same procedures should be followed after each lunchtime.

When dismissing children we must ensure that they leave the class in an orderly quiet manner with minimal disruption to others.

5. The Learning Environment

In order to create independent learners all areas and resources used in school including the classrooms should be clearly labelled. Children should be made aware of these resource areas at the beginning of each year and should be expected to have responsibility for their class equipment.

5.1 Learning takes place in an environment which is:

- challenging and stimulating (through powerful questioning and opportunities for self-directed learning);
- purposeful but calm
- happy and organised
- well-resourced and clearly labelled
- makes Learning accessible;
- encouraging and appreciative
- welcoming
- provides equal opportunities
- provides a working atmosphere
- has displays reflecting Learning
- All classrooms should include the following:-
- 2 Learning boards
- Visible learning displays reflecting mindframes / learning journeys as appropriate
- Class charter
- Writing prompts to improve writing such as vocab prompts
- School councils anti-bullying policy
- E safety policy
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- Our classrooms are attractive and positive learning environments. We change displays, to ensure that the classroom reflects the areas of Learning studied by the children. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.
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- 5.2 Achievement
- Achievement is acknowledged by:
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- verbal or written praise by teachers, peers, Head teacher and parents;
- head teacher stickers
- deputy headteacher stickers
- displays of work;
- opportunities to perform or share;
- the awarding of house points
- Golden Book Certificates.
- Heart and cushion (Nursery)

Effort and positive attitude are rewarded and children are encouraged to develop a 'growth mindset' through an appreciation of how mistakes have been used as a learning opportunity. Praise is given when children have shown that they have embraced challenged and utilised problem-solving strategies.

6 The role of governors

Our governors determine, support, monitor and review the school policies on teaching and Learning. In particular they:

- challenge the SLT and hold the HT to account on the educational outcome of the children,
- ensure the teaching and learning is in line with the strategic vision of the school,
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and Learning;
- monitor teaching strategies in the light of safeguarding and health and safety regulations;
- monitor how effective teaching and Learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and Learning policies through the school self-review processes. These include reports from subject leaders and the annual head teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

7 The role of parents

7.1 We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for teaching different areas of the curriculum
- sending information to parents at the start of each year in which we outline the topics that the children will be studying during that year at school;
- giving regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support with learning number facts and spellings.

7.2 We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and Learning in general;
- fulfil the requirements set out in the home/school agreement.

8 Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

9 Special needs including G and T

We teach to all children, whatever their ability. It is part of the school curriculum policy to provide a broad and balanced education to all children. We provide Learning opportunities that are matched to the needs of children with learning difficulties. Learning takes into account the targets set for individual children in their Individual Education Plans (IEPs). We track the children extremely carefully to ensure that all our children achieve their full potential. For children who need additional support we implement a range of strategies which is coordinated by our SEN leader working closely with the class teacher.

10 Dyslexia Friendly

The school actively promotes a Dyslexia Friendly Learning environment and is using teaching techniques suitable for all children to learn.

11 Equalities Statement

Through appropriate treatment of all, Oakridge Primary School aims to eliminate unlawful discrimination, prejudice, harassment and stereotyping and strive to maintain policies that comply with current legislation. This applies to all members of the school community – pupils, staff, governors, parents/carers and community members and is based on the School's core values. During the review of this policy the nine protected characteristics of the Public Sector Equality Duty, i.e. race, disability, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment have been considered.