



Oakhurst Community First and Nursery School

Teaching and Learning policy

Date of Policy – November 2019

Reviewed – September 2020

Review Date – September 2021



This document is a statement of the aims, principles and strategies for teaching and learning at Oakhurst First and Nursery School.

Philosophy

At Oakhurst First and Nursery School our curriculum is designed to inspire our children and encourage them to be inquisitive so they develop a love and thirst for learning and want to come to school.

We aim to ensure we have high ambitions and expectations for all of our children and provide them with a broad range of memorable experiences so they have strong dreams and ambitions about their future paths. We will encourage our children to develop reciprocal and collaborative skills so they build positive relationships, have strong sense of team and become respectful, valued members of the community.

Building resilience in a nurturing environment is threaded through our curriculum so children feel loved, safe, valued and have belief in themselves and are able to tackle and face challenges in a positive way.

Progression in all areas of the curriculum builds on what the children already know, encourages them to make links and develops the skills and knowledge they need in order to move onto the next stage of their education.

Principles of Effective Teaching

Effective learning is best enhanced through effective teaching. Our teaching will enthuse, challenge and inspire children so that they can make good or exceptional progress within a positive atmosphere of trust and respect.

For effective teaching to take place at Oakhurst Community First and Nursery School we aim to:

- encourage all staff to be positive and inspiring role models;
- ensure staff have a secure subject knowledge in all areas of the National Curriculum;
- set high expectations, ensuring tasks are challenging but achievable;
- use assessment to inform next steps
- provide targeted intervention so no child falls behind
- use a range of questioning to encourage independent thinking;
- foster children's interest in lessons;
- plan time for reviewing and reflection, enabling staff to develop the pupil's next steps;
- ensure children receive feedback in a variety of ways, including: verbal and written
- monitor and support staff in order to refine and develop their skills to continually improve their practice.
- Provide high quality training to staff

Principles of Effective Learning

We acknowledge that people learn in different ways; lessons at Oakhurst First and Nursery School reflect this using different learning approaches and styles (Visual, Auditory and Kinaesthetic).

For effective learning to take place at Oakhurst Community First School we aim to:

- ensure learning is meaningful;
- ensure the organisation of each classroom and their routines contribute to the management of pupil's behaviour;

- vary how children will work, either as a whole class, in groups, in pairs or individually;
- use Teaching Assistants and volunteers effectively. They will be clear about their role within a lesson, know which pupils they are working with, understand the desired outcome, how to achieve this and use appropriate communication and behaviour management strategies;
- ensure pupils have opportunities to initiate their learning, with adults responding to the pupils' actions and interests;
- encourage pupil independence

The children will develop different ways to approach learning including:

- investigation and problem solving;
- research and finding out;
- creative activities;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

The Learning Environment

Learning is enhanced through a purposeful, predictable and calm environment. Across our school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of. We believe that a well organised learning environment promotes children's learning, concentration, independence and resourcefulness. Opportunities to learn in the school grounds and local environment is encouraged

Resources

Children should be able to select and use appropriate resources to help them with their learning. This will help to foster independent learning skills. Resources should:

- be age appropriate;
- be of good quality and in good condition;
- be kept organised, labelled and tidy;
- be accessible to the pupils and encourage independent learning;
- contribute to equal opportunities for all pupils;

Learning Walls

Every classroom should have a learning wall for English and Maths. This should be used to reflect, support and reinforce the learning currently being studied.

Health and Safety

It is the duty of all staff to take reasonable care for the health and safety of themselves and others that may be affected by their actions. If an activity taking place poses risk a written risk assessment should be written and discussed with the Head Teacher.

Inclusion

In accordance with the school ethos, all children at Oakhurst First and Nursery School will be given full access to the National Curriculum and the Early Years Foundation Stage Curriculum. All staff will endeavour to help all children to reach their potential.

We acknowledge and respect the wide range of experiences which children and staff bring to school and build on these to support children's learning and self image. We value all stakeholders' range of experiences and of other cultures to enhance the curriculum and use resources that reflect the multicultural profile of our society.

Monitoring and Evaluation

Assessment underpins teaching and learning. Teachers are responsible for the progress of pupils in their classes and for contributing to their own professional development.

This is achieved by:

- good subject knowledge and understanding of the National Curriculum;
- evaluation and feedback about the quality and effectiveness of their own practice;
- monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally;
- producing annual reports which contain a record of individual progress during the school year;
- self-evaluation of their contribution to the policies and aspirations of the school;
- Continuous professional development opportunities

Continuous formative assessments, are made of children's learning in order to inform future planning. Summative assessments are made at the end of each term (three times yearly)

Roles and Responsibilities

The Role of Governors

Our governors monitor and review the school policies on teaching and learning. These include reports from subject leaders and the Headteacher to the governors. The Governing Committee also:

- scrutinise the School Development Plan and Self Evaluation Form;
- scrutinise data on attainment and achievement to monitor how effective teaching and learning strategies are in terms of raising children's attainment;
- monitor the teaching and learning of all subjects;
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that staff development and performance management targets promote good quality teaching;
- ensure that the school buildings and premises are fit to support successful teaching and learning.

The Role of the School Leadership Team

The School Leadership Team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track and review progress made on the School Development Plan.

The Headteacher is responsible for monitoring the performance of members of the School Leadership team. The aim is to:

- identify and share good practice;
- evaluate the quality of teaching in line with OFSTED criteria and set targets for improvement;
- track progress on teaching and learning issues identified in the School Development Plan;
- identify key aspects of teaching for development by individuals and the whole school;
- identify and support for individual teachers as required;
- standardise monitoring procedures including lesson observations, planning and work scrutiny.

The Role of Subject Leaders

Subject Leaders are responsible for the effective delivery and coverage of their subjects in line with the National Curriculum, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement. This is achieved by:

- evaluating the teaching of their subject, and the planning of lessons and using analysis to identify and share effective practice and to lead action for improvement;
- ensuring skills and objectives from the National Curriculum are covered and that there is continuity and progress for all pupils;
- establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for improvement;
- using tracking to analyse and interpret data on pupils' performance against school expectations and other comparative data
- monitoring learning and analysing pupil voice in order to make a comparative evaluation, ensure quality, consistency and implementation of strategies for improvement;
- evaluating progress of teaching and learning targets in line with the School Development Plan.

Partnership with Parents

At Oakhurst First and Nursery School we recognise the importance of parents as children's first educators and the importance the home learning environment plays in the development and education of the young child.

We aim to inform parents about what and how their children are learning by:

- Allowing opportunities to talk to a child's teacher about their learning and development as necessary;
- sending information to parents at the start of each topic to inform of learning intentions;
- explaining to parents how they can support their children;
- keeping parents informed about their child's achievement and progress through regular reports and meetings;
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- letting parents know about any concerns or situations that may affect their child's work or behaviour;
- contacting parents if there are concerns regarding attendance or punctuality;

The Role of Parents

Parents have the responsibility to support their children and the school in developing learning and by adhering to 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 learning or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement;
- attending parent consultations and taking advantage of other opportunities to find out about and support the work of the school;
- read the information that goes home via letters or Parentmail
- present a positive image of the school to the child.

Many parents offer some of their time to help out in school. These offers are always welcome. School helpers may need an enhanced Disclosure and Barring Service (DBS) clearance before starting work.

The Role of Children

We expect the children of Oakhurst First and Nursery School to:

- show respect for themselves, others and the school environment;
- show resilience and perseverance
- be ready for learning;
- be positive towards their school, their learning and each other.

Implementation and Monitoring

The Governors and the Head teacher have a responsibility to ensure this policy is implemented and monitored.

_____ ***Ann Clark*** _____ *Signed by Mrs Ann Clark*

Adopted by Governing Body on: 2nd December 2019

Reviewed: September 2020

Date of next Review: September 2021