

Oakhurst Community First and Nursery School

Teaching and Learning Policy

Reviewed: October 2018 by Mrs B Franklin



Philosophy

At Oakhurst Community First and Nursery School learning should be a rewarding and enjoyable experience for everyone. Our Teaching and Learning Policy aims to ensure that the children at our school are provided with high quality learning experiences. It sets out a framework within which all staff can operate and gives guidance on practice within school. Its purpose is to impact positively on classroom practice and to ensure that it promotes high expectations for all staff and pupils in relation to pupil achievement and attainment, teaching standards and the learning environment.

Aims

At Oakhurst Community First and Nursery School our aims are:

- to provide a safe and stimulating learning environment that allows children to reach their full potential;
- to help children acquire skills and knowledge which will equip them to lead happy and rewarding lives;
- to set high expectations so pupils raise their aspirations;
- to cater for all needs by being a friendly, inclusive school;
- to use the revised 2014 National Curriculum to provide a broad, balanced and creative curriculum, that will motivate, engage and challenge pupils;
- to continually strive to raise standards in both teaching and learning.

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 2014 National Curriculum;
- make certain teaching is age appropriate and based on pupil's ability;
- set high expectations, ensuring tasks are challenging but achievable;
- use data to enhance teaching and learning through: differentiated activities; Assessment for Learning (AfL) strategies; Learning Objectives; questioning; level of support and pupil outcomes;
- make Individual Educational Plans (IEPs) specific, measurable, achievable, realistic;
- ensure staff model effective learning strategies;
- use a wide range of interactive teaching strategies e.g. whole class, guided group, paired and independent;
- use a range of questioning to encourage independent thinking;
- foster children's interest in lessons through effective pace and timing;
- provide high quality resources which are readily and appropriately available;
- 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 feedback and annual reports;

- monitor and support staff in order to refine and develop their skills to continually improve their practice.

Principles of Effective Learning

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

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

- ensure learning is meaningful and fun;
- 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.
- ensure pupils initiate their learning, with adults responding to the pupils' actions and interests;
- encourage pupils to be responsible for their own learning and set targets for themselves alongside teaching staff;
- provide homework activities which reinforce the learning taking place in class.

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 stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Opportunities to learn in all areas of the school are encouraged and planned for.

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;
- link to the 2014 National Curriculum;

Learning Walls

We ensure that all children have the opportunity to display their learning at some time during the year. Every classroom should have a learning wall for English, Maths and Science. This should reflect the work currently being studied learning walls should include:

- Children's questions
- Key vocabulary
- Visuals and artefacts to stimulate thinking

Computing

ICT is used to support all areas of the curriculum in a variety of forms.

Communication aids are used in all areas of the curriculum, and may be in the form of electronic aids, photos or symbols, and objects of reference. All classrooms have interactive white boards and visualisers to develop learning.

A variety of suitable software is available on the school network and pupils are also able to access appropriate websites. Objectives in Communication, Computing and Literacy can be addressed through relevant links with other curriculum areas. A thematic approach allows for links to be made between subjects within lessons.

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. Individual subject policies outline health and safety considerations relevant to that particular subject.

Inclusion

In accordance with the school ethos, all children at Oakhurst Community First and Nursery School will be given full access to the 2014 National Curriculum and the Early Years Foundation Stage Curriculum. All staff will endeavour to help all children to reach their potential, irrespective of race, gender, age or ability.

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 all 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 2014 National Curriculum;
- evaluation and feedback about the quality and effectiveness of their own teaching and their classroom management;
- 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;
- observing teachers and teaching assistants as part of the school's Improvement Cycle.

Continuous assessments, including AFL, are made of children's work in order to establish the level of attainment, and to inform future planning. Record keeping and assessment procedures are defined in the school's Assessment, Recording and Reporting policy. Children are helped to judge the success of their work and to set targets for improvement.

Roles and Responsibilities

The Role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. These include reports from subject leaders and the Headteacher to the governors, as well as a review of the in-service training sessions attended by our staff. The Governing Body 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;
- 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 less experienced teachers;
- 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 2014 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 2014 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; setting expectations and targets and implementing actions for the achievement of individual pupils and key groups (e.g. pupil premium, dyslexic pupils, gender groups);
- monitoring work and analysing pupil voice in order to make a comparative evaluation, ensure quality, consistency and implementation of strategies for improvement;
- observing teachers and giving constructive feedback, informing Performance Management reviews;
- evaluating progress of teaching and learning targets in line with the School Development Plan.

Partnership with Parents

At Oakhurst Community 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 do all we can to inform parents about what and how their children are learning by:

- meeting parents who join the school to discuss the particular needs of a child;
- allowing opportunities to talk to a child's teacher about their learning and development;
- sending information to parents at the start of each topic to inform of learning intentions;
- explaining to parents how they can support their children with homework;
- 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 problems that may affect their child's work or behaviour;
- contacting parents if there is a problem with attendance or punctuality;
- organising class assemblies;
- organising whole school celebrations;
- holding open days.

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 letters that go home and if possible regularly check the school website;
- 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 Community First and Nursery School to:

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

This policy was written by Mrs K Amabile, Deputy Headteacher

This policy was reviewed by Bev Franklin, Deputy Headteacher October 2018

This policy was agreed by the Governing Body on 8/10/18