

Oakfield Primary School - Learning & Teaching Policy

Our overall aim is to ensure that we provide a curriculum which enables all our children to become:

- Successful learners, who make progress and achieve
- Confident individuals, who lead safe and healthy lives
- Responsible citizens, who make a positive contribution to society.

We will endeavour to fulfil this aim through:

- Creating a learning climate that actively develops a 'can do' culture
- Ensuring that all members of the school community understand how to make all learning as effective as possible
- Maximising all learning opportunities and experiences throughout all children's time within the school
- Ensuring consistency in strategies, routines and approaches to learning across the whole school
- Providing focused professional development, support & training for all staff
- Maintaining a culture where everyone is encouraged to become leaders of their own learning
- Ensuring all the school's aims and values are considered and achieved.

At Oakfield we will actively support and promote:

- Positive behaviour, attendance and inclusion
- Emotional and physical well being
- Healthy lifestyle choices
- Enjoyment and achievement
- Learning and enterprise skills and positive attitudes
- A stimulating learning environment and curriculum
- Active involvement of our pupils and community in whole school decisions.

We believe that learning is a continuous process which takes place...

- Within lessons
- Through daily routines
- Through participation in special events, within and beyond the school
- Through after school clubs/activities
- Within the home.

We believe that learning happens within lessons, so we...

- Plan to deliver a well resourced, broad, balanced and relevant curriculum which meets legal requirements and which is regularly reviewed

- Ensure the curriculum builds up progressively in terms of skills, attitudes and knowledge and understanding of the world
- Adapt and differentiate the curriculum and our teaching styles for our children who learn in different ways and at different paces
- Involve our children in planning their learning
- Monitor and assess the learning which takes place to ensure its effectiveness
- Provide training for staff to deliver this curriculum effectively.

We believe that learning happens as part of our daily routines, so we...

- create routines which encourage children to be independent, which aid the smooth running of the school and which ensure everyone's safety
- teach and re-teach these routines explicitly, lead consistently by example and review them regularly to make sure they're effective
- explain the purpose of routines to children and actively involve them in creating and reviewing these.

We believe that learning occurs through participation in special events, so we...

- plan a varied programme of special events enriching the curriculum, promoting children's spiritual, moral, social and cultural development as well as their academic skills
- hold events which benefit other children, groups or communities
- review this programme of events regularly to ensure that it is relevant and effective.

We believe that learning happens within the home, so we...

- Value the role of the parent in supporting the child's learning through-
 - home visits for every child on entry to Year R
 - involving parents in family celebrations
 - weekly home learning to support core skills
 - home learning projects

We believe learning must focus upon individuals' needs and abilities, so we...

- Use Assessment for Learning which enables our knowledge about individuals to inform the way that we support their learning
- Provide a tailored approach to support children with SEN, gifted and talented pupils and children eligible for Pupil Premium funding, as well as other groups whose needs may not have been properly addressed in the past
- Ensure that all children are fully supported at points of transfer and transition.

Effective Learning

We believe that effective learning takes place when the conditions enable the learner to be in the 'right place' to learn.

We are committed to developing confident, effective learners who are...

- Resilient - ready to persevere with their learning
- Resourceful - willing to learn in different ways
- Reflective - able to think about their learning and consider themselves as learners
- Reciprocal - able to work and learn with others collaboratively, showing empathy and respect for others
- Independent - to learn alone and use initiative
- Creative - think imaginatively, be inventive, solve problems and generate new ideas
- Critical thinkers - reason, challenge and question meanings
- Active contributors - within our school, in our community and the wider world beyond.

Effective Teaching

At Oakfield we will support the development of learners through high quality teaching which:

- Makes the purpose for learning relevant
- Makes children aware of what they are learning and why as well as allowing them to take responsibility for their own learning
- Shares the success criteria and expectation for learning
- Plans for differentiation for all groups of children
- Takes account of individual learning styles - visual, auditory and kinaesthetic
- Builds on prior learning
- Motivates and engages all learners
- Provides opportunities for children to apply their learning in real life
- Encourages purposeful child talk which proportionately outweighs teacher talk
- Provides opportunities for thinking time and oral rehearsal
- Builds in time for reflection and review
- Provides opportunities for pupil self assessment
- Provides positive and constructive feedback
- Makes links across the curriculum through a themed approach

- Makes use of different groupings - individual, paired, small group etc
- Scaffolds and models learning
- Makes use of targeted questions and higher order, open ended questions to challenge and extend children's thinking
- Encourages opportunities for discussion through active listening
- Provides opportunities for pupils to take responsibility for their own learning.

We are committed to ensuring that all adults at Oakfield will:

- Continue and model their own learning
- Empower children to take risks with their learning
- Enthuse, inspire and motivate our pupils and each other
- Empower children to take control of their own learning
- Involve all pupils and treat each individual fairly
- Build up children's confidence and self-belief
- Understand the steps in children's learning
- Explicitly recognise and reward examples of effective learning
- Reflect on their own learning
- Share 'best practice'
- Have high expectations of all pupils
- Give clear instructions and explanations
- Use appropriate learning resources to enhance pupils' learning opportunities
- Adopt and maintain an appropriate pace to ensure a high rate of progress in every lesson
- Receive appropriate professional development to continually improve skills, knowledge and understanding.

Principles of curriculum planning at Oakfield

- A cross curricular thematic approach helps pupils to make greater sense of their learning
- Themes may last half a term or a whole term, although there may be some whole school themes for one day, week or two week blocks
- Each theme will have a clear knowledge and understanding focus on the Early Years Foundation Stage Curriculum or National Curriculum subjects
- Numeracy will be taught separately, except where problem solving and enterprise may be relevant to the theme
- Literacy skills, such as phonics, will be taught separately but texts relate to the theme and all extended writing will come out of the themed learning experiences
- When planning themes there must be real links, therefore some subject areas may need to be taught separately

- The learning experiences must allow for deep, skill based learning which the children are then given opportunities to apply in real life situations which require a level of expertise
- Children will be involved in the planning/development of the theme
- Use of brainstorming and AfL strategies to find out what the children already know
- Each theme includes a WOW factor - visit/visitor/problem/awe and wonder etc
- Effective deployment of adults to maximise skills, expertise and learning
- Use of experts, from within and beyond school (including pupils themselves) to support curriculum
- Adults act as a facilitator of learning; enabling children to lead & extend their own learning (guide on the side, not sage on the stage!)
- Planned use of time within/across lessons to maintain momentum, motivation & progress
- Planning must take rigorous account of skills progression and expected levels
- Quality of outcomes must be of a very high standard
- Each topic culminates in purposeful celebration
- Continuous use of assessment for learning to identify next learning steps and to ensure continual relevance
- Time allocations for each area of the curriculum across the year taken into consideration but ensure flexible timing
- French is introduced in the infants and taught across KS2.

Learning Environment

We will ensure a safe, stimulating 'learning rich' environment which takes account of the following factors...

- Health & safety rules and regulations shared and understood by all
- Well organised classrooms, shared and outside areas
- Furniture and school building arranged to best suit the purpose and nature of the lesson
- Good quality resources easily accessible, clearly labelled and carefully looked after
- High quality displays - finished work, work in progress, use of working walls, learning prompts - displayed to excite , challenge and celebrate children's learning
- Agreed non-negotiables for learning environments
- Stimulating and real to life role play areas.

Date Reviewed and agreed by Governors: September 2014

Review Date: September 2016