



## Teaching and Learning Policy 2016 – 2017

Our vision is to create a school community where children participate, succeed and are proud of their achievements. We strive to actively promote British values and prepare our children to become role models, thus preparing them for life in modern Britain.

### Rationale:

The vision of Oaks Primary Academy is ‘Shaping lives, transforming communities’. We believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We expect that the children will learn respect for others, resilience in dealing with life’s challenges and will take responsibility for their own actions. We celebrate the success of all the children and will always endeavour to seek new ways to improve the quality of learning opportunities for our children.

Learning should be a rewarding and enjoyable experience for everyone.

Through our teaching we equip learners with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that appropriate experiences help learners to realise their worth and lead meaningful lives.

### Aims and Objectives:

We expect every teacher to deliver good or outstanding lessons - no child deserves less.

By adopting a whole school approach to teaching and learning across the school we aim:

- To provide consistency of teaching and learning across our school
- To enable teachers to teach as effectively as possible through support and CPD
- To enable children to learn as efficiently as possible
- To give children the skills they need to be lifelong learners
- To provide an inclusive education for all
- To learn from each other through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared

At our school, we provide both high quality teaching and a rich and varied learning environment which allow children to develop their skills and abilities and to achieve their full potential. The children are also encouraged:

- To become confident, resourceful, enquiring and independent learners;
- To develop their self-esteem and help them build positive relationships with other people;
- To develop both the children’s self-respect and ability 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 independent and positive citizens

### **Effective Learning:**

We recognise that children learn in many different ways, and when planning our lessons we ensure wherever possible that there is a Visual, Auditory and Kinesthetic element to each of our lessons.

Effective learning results in:-

1. Knowing you have succeeded
2. Feeling you can do more
3. Explaining what you have learned
4. Applying it to other situations
5. Teaching it to someone else
6. Feeling good about yourself

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

## **Part 1:**

### **Teaching:**

At Oaks Primary Academy, we know that the quality of the school cannot exceed the quality of its teachers. We also know that an effective school is full of effective classrooms. As a result, we believe that in an effective lesson:

- children are content and secure and are able to experience a sense of achievement;
- children understand what they are learning and how to achieve their learning intentions – the objectives are shared with children;
- everyone is included and all needs are met - provision is inclusive and lessons differentiated well;
- all children learn and make good progress - children achieve;
- all children, including those with gifts and talents, face an appropriate degree of challenge;
- children with AEN/SEN are supported well;
- activities are pitched to match children's skills, knowledge and understanding - we start from where the children are;
- the pace promotes high performance and allows thinking time;
- activities are fit for purpose - activities are carefully chosen to optimise learning;
- active learning is promoted through a variety of tasks;
- children have opportunities to improve and move forward;
- children have opportunities to be independent in their thinking and learning, make choices and take risks;
- children are engaged and motivated;
- behaviour is good and any inappropriate behaviour is dealt with effectively;
- adults and children have high expectations of children's learning;
- misconceptions are dealt with and are used as opportunities for learning;
- resources are accessible, selected carefully, are appropriate and of a high quality;
- teaching assistants and other adults are deployed well and impact positively on learning;

- children receive effective feedback enabling them to improve their performance and have opportunities for self-evaluation and reflection.

**To achieve this, our teaching will be characterised by:**

- Good planning and preparation, which will be clearly linked to the New Primary National Curriculum. This will include:
  - Clearly identified Learning Intentions and Success Criteria
  - Clear continuity and progression from previous lessons
  - How teaching assistants will be deployed
  - What resources are required and how they will be used, including learning/working walls
- The delivery of the lesson, which will show:
  - Excellent subject knowledge
  - An awareness of the learning needs of the pupils in the lesson
  - An appropriate pace to facilitate excellent learning
  - A range of activities to engage the children and cater for different learning styles
- Positive behaviour for learning through:
  - Encouraging high levels of engagement
  - Redirecting low level disruption
  - Giving children time to talk about their learning through paired or group work
- Contextualised learning to 'hook' the children into a topic or lesson and make them curious
- A range of high quality questions which can elicit responses and help to reshape learning for children, as well as making the children think
- Enthusiasm over the subject areas which will translate to children visibly enjoying their learning

## **Part 2**

### **The Classroom**

The classroom should promote effective learning. We expect that all children will experience consistently high quality learning environments. We expect that every aspect of the classroom should promote learning. Consequently we do not expect to see anything in classroom that is not related to the children's learning experience.

We expect that every classroom should have:

The School vision displayed  
 The Schools key values displayed  
 A visual timetable in use  
 Reading/Book Area  
 Literacy Resource Area  
 Maths Resource Area

Also there should be the following:

- Quality displays celebrating the children's work and interactive displays that relate to current learning,
- Working walls,

- All classrooms will be clean, tidy and uncluttered. Everything in the room will promote learning, so we don't expect to see graffiti/stickers on trays or anywhere else in the classroom,
- Everything should be stored in the correct storage units, no carrier bags of resources, e.g. under teachers' desks.

The Reading /Book corner should;

- Promote calmness
- Be inviting
- Have somewhere to sit
- Have quality storage
- Have books in good repair
- Have an extensive range of books – fiction, non-fiction, picture books, encyclopaedias, comics, magazines, newspapers
- Have a variety of different books at different levels
- It should be clean and well kept
- Have a range of dictionaries and thesauruses
- Have a range of comics, newspapers and magazines
- Books written by the class and individual children

## **Outside the classroom**

We expect...

### **Corridor:**

- All surfaces are clean and uncluttered
- There is no litter
- Displays change every half term
- They reflect and celebrate learning that has taken place in the classroom
- "One off "displays e.g. "Sports day" should only be up for no more than a term.

### **Hall:**

- Should always be left ready for the next teacher. We expect clear surfaces, no food left overs, PE equipment stored correctly and generally no clutter so that all children can use the hall in a clean and safe environment
- Displays in the hall should celebrate the work of the school