

Oakfield School

53. Teaching and Learning Policy



	Date
Agreed by School Governors:	September 2019
To be Reviewed:	September 2021

Oakfield School

Teaching and Learning

Introduction

At **Oakfield** School, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. We have constructed a curriculum this is ambitious and through our teaching we provide all learners the knowledge and cultural capital they need to succeed in life. The curriculum is planned and sequenced to develop pupils' knowledge and skills for future learning and employment. The curriculum extends beyond academic progress and supports pupils in developing their character- resilience confidence and independence.

The teachers at Oakfield have good subject knowledge and check pupils understanding systematically identifying misconceptions accurately and provide clear, direct feedback.

Aims and objectives

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching, we aim to:

- enable children to become resilient, confident and independent learners;
- Nurture children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- show respect for all cultures 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 educated citizens.
- Be prepared for the next stage in their education or employment.

Effective learning

We know that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group

working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- Participation in athletic or other sports.

We encourage children to take responsibility for their own learning, to be actively 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.

Effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching and ensure it is knowledge rich. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with EHCP's we incorporate information and targets contained within the children's IBECs. We have high expectations of all children, and we believe that their work here at Oakfield School is of the highest possible standard.

We set academic targets for the children in each academic year and we share these targets with children and their parents/ Carers. We review the progress of each child

at the end of each term and set revised targets. During the pupil's annual review, the whole year's progress is reviewed and new smart targets are shared with their parents/carers.

Each of our teachers understands the importance of establishing good working relationships with all children within the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules as well have high attendance and be punctual. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. Oakfield School runs a Points/ Rewards Systems which supports the vision statements to raise self-esteem, tackle behaviour problems and encourage a positive work ethic; all students will have their achievements and endeavours recognised. Verbal praise plays an extremely important part in these aims. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

We deploy Learning and Behaviour Support Mentors and other support staff as effectively as possible. Sometimes, depending on the group, they work with individual children and sometimes they work with small groups.

Our classrooms are attractive learning environments. We change displays regularly, to allow the pupil to focus on learning. We believe that a stimulating environment promotes independent use of resources and high-quality work by the children.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

The role of governors

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

- 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 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;
- To monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from Senior and Middle Leaders and the annual Headteacher's report to governors.

The role of parents

We believe that parents/ carers have a fundamental role to play in helping their children to learn. We inform parents about what and how their children are learning by:

- key workers perform home visits at the end of each term to explain pupils progress and achievement throughout that term;
- sending regular termly 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.
- Regular contact with parents/ carers on a daily/ weekly basis through the Learning Behaviour Support Mentors.

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 appropriately dressed and equipped with the correct 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.

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. This monitoring and review process is to be led by the Senior Teacher and involve all staff.

This Policy was reviewed September 2019

Signed

Mr Lee Morfitt (Chair of Governors)