



Teaching & Learning Policy

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1 Introduction

- 1.1 Oakfield School believes 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 with the knowledge and cultural capital they need to succeed in life.
- 1.2 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.
- 1.3 Teaching staff have good subject knowledge and check pupils' understanding systematically, identifying misconceptions accurately and providing clear, direct feedback.

2 Aims & Objectives

- 2.1 We believe that people learn 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.
- 2.2 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;
 - teach children to 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; and
 - enable children to be prepared for the next stage in their education or employment.

3 Effective Learning

- 3.1 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.

3.2 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; and
- participation in athletic or other sports.

3.3 We encourage pupils 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.

4 Effective Teaching

4.1 When teaching we focus on motivating the pupils 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.

4.2 We base our teaching on our knowledge of the pupil's level of attainment. Our prime focus is to further develop the knowledge and skills of the pupil.

4.3 We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for pupils with EHCPs (Education, Health and Care Plan) we incorporate information and targets contained within the children's IBECs (Individual Behaviour, Education and Care Plan). We have high expectations of all pupil, and we believe that their work here at the school is of the highest possible standard.

- 4.4 We set academic targets for the pupils in each academic year and we share these targets with children and their parents/carers.
- 4.5 We review the progress of each pupil 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.
- 4.6 Each of our teachers understands the importance of establishing good working relationships with all pupils within the class. We treat each pupil with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities.
- 4.7 All of our teachers follow the school policy with regard to discipline and classroom management. We set and agree with the pupils the class code of conduct. We expect all pupils to comply with these rules, have a high attendance record and be punctual. We praise children for their efforts and, by doing so, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times.
- 4.8 The school runs a points/rewards system which supports the vision statements to raise self-esteem, tackle behaviour problems and encourage a positive work ethic; all pupils will have their achievements and endeavours recognised. Verbal praise plays an extremely important part in these aims. When pupils misbehave we follow the guidelines for sanctions as outlined in our school Behaviour & Discipline Policy.
- 4.9 We deploy Learning and Behaviour Support Mentors and other support staff as effectively as possible. Sometimes, depending on the group, they work with individual pupils and sometimes they work with small groups.
- 4.10 Our classrooms are attractive learning environments. We change displays regularly, to allow the pupils to focus on learning. We believe that a stimulating environment promotes independent use of resources and high-quality work by the pupils.
- 4.11 All of 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.
- 4.12 We conduct all of our teaching in an atmosphere of trust and respect for all.

5 Role of the Governing Body

- 5.1 The Governing Body determines, supports, monitors and reviews the school policies on teaching and learning, in particular they:
- support the use of appropriate teaching strategies by allocation 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; and
 - 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 the Governors.

6 Role of Parents/Carers

- 6.1 We believe that parents/carers have a fundamental role to play in helping their children to learn. We inform parents/carers about what and how their children are learning by:
- Key Workers performing home visits at the end of each term to explain pupils' progress and achievement throughout that term;
 - sending regular termly reports to parents/carers in which we explain the progress made by each pupil and indicate how the pupil can improve further;
 - explaining to parents how they can support their child with homework; and
 - contacting parents/carers on a daily/weekly basis through the Learning and Behaviour Support Mentors.
- 6.2 We believe that parents/carers have the responsibility to support their children and the school in implementing school policies. We would like parents/carers to:
- ensure that their child has the best attendance record possible;
 - do their best to keep their child healthy and fit to attend school;
 - inform the 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; and
 - fulfil the requirements set out in the home/school arrangement.

7 Monitoring & Review

- 7.1 Oakfield School is aware of the need to review the Teaching & 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.
- 7.2 This monitoring and review process is to be led by the Assistant Headteacher.