



Teaching and Learning Policy

As a Rights Respecting School we recognise Article 28 'The right of every child to a good quality education' and Article 29 'The right of every child to an education which helps them to develop their talents and abilities and helps them to live peacefully, to protect the environment and to respect other people' from the UN Convention of the Rights of the Child.

Rationale

At the Oxford Road Community School we believe in the concept of lifelong learning and that learning should be a rewarding and enjoyable experience for everyone. We aim to put our children at the centre of their own learning and recognise the importance of making learning irresistible, meaningful and memorable. Through our teaching we equip children with the skills, knowledge and understanding necessary make constructive choices throughout their lives in order to achieve economically and personally as responsible citizens.

Teaching at Oxford Road Community School is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

- learning experiences are well planned, ensuring progress in the short, medium and long term
- teaching and learning experiences enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each year of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between homes and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

Key Principle

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

There will be evidence in the learning environment of:

- effective teacher talk and focussed learning activities with clear objectives and outcomes
- a clear understanding by the children of the method and purpose of activities in which they engage
- progress in the children's learning (in their books, on the walls, in conversation, in their learning behaviour)
- Progress made and how to further improve
- Evidence that those children with EHCP's is understood by staff and the implications on the learning processes of the children are evident

Teachers will ensure that:

- learning is planned, both termly and weekly and adapted in response to need
- termly and weekly plans adhere to the progression of skills and distribution of knowledge defined in the whole school Curriculum Map
- planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development

Implications for the whole school will be:

- there is a Curriculum Map and school skills progression document in place that is broad and balanced and ensures continuity and progression
- where there are agreed schemes of work in place, these are known to all and are detailed in subject specific curriculum policies
- subject specific curriculum policies are in place
- a monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, book scrutiny.

Key Principle

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

There will be evidence in the learning environment of:

- creative teaching and creative learning
- teaching that ensures the development of skill and knowledge, making learning accessible and motivating for children
- learning-activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
- a pace of learning that is optimised for progress and high quality outcomes
- children learning independently
- children collaborating on projects
- children enjoying their learning

Teachers will make sure that:

- well-judged and effective teaching strategies successfully engage pupils in their learning – a hook, learning journey and high quality outcome will be in evidence in each unit of learning
- they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- well framed questions, knowledgeable answers and the use of discussion, promotes deep learning
- they ensure an appropriate ratio of teacher talk to learning-activity in their teaching

Implications for the whole school will be:

- Learning outcomes, both within school and at home, are celebrated regularly in public forums such as Achievement Assemblies, newsletters, notice boards, school blog and the school website

Key Principle

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

There will be evidence in the learning environment of:

- children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – eg. redrafting writing in collaboration with the teacher
- children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
- children with specific learning needs receiving support at the time and level it is required to optimise their learning
- pupils supporting one another where appropriate
- independent learning, where children use assessment information to direct their own learning activity

Teachers will make sure that:

- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback
- marking is frequent and regular, providing pupils with very clear guidance on how learning-outcomes can be improved
- they have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all
- they keep agreed assessment records and submit data termly to enable Pupil Data Tracking by SMT (reading, writing, mathematics,)

Implications for the whole school will be:

- there is an Assessment policy in place that ensures consistency of practice
- there is an efficient system of Pupil Data Tracking in place; data is scrutinised rigorously in Pupil Progress Meetings involving teachers and members of the Senior Leadership Team; this data is utilised in the deployment of resources
- there is a team to support staff, children and parents/carers in their teaching and learning, providing advice and intervention where necessary

Key Principle

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

There will be evidence in the learning environment of:

- an atmosphere of mutual respect between adults and children
- children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying
- children's high self-esteem, with all children feeling valued and secure
- children taking risks in their learning, and learning from their mistakes
- children's learning outcomes displayed around the classroom and the school for others to appreciate and admire
- organisation of classroom routines and resources to optimise learning

Teachers will make sure that:

- they teach children how to behave well
- they employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the schools behaviour policy, and these are applied fairly and consistently
- good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner
- children will be encouraged in their learning and their efforts will be praised both in the classroom and around school
- any criticism will be constructive and children's self-esteem will always be maintained

Implications for the whole school:

- a clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school
- high expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff
- safe guarding procedures are in place and are adhered to

Key Principle

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

There will be evidence in the learning environment of:

- children's home-learning being valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school

Teacher's will make sure that:

- useful feedback about their children's learning is given regularly to parents/carers, both informally, when appropriate, and formally, through termly parent/ teacher meetings and an annual written report
- parents/ carers know how they can support their child's learning at home or in school
- they are approachable and available to parents/ carers (by appointment if necessary)
- information about class trips, class and school events, and other relevant topics are communicated efficiently to parents/ carers via letter or text.
- parents are welcomed to help in their classrooms and /or around school

Implications for the whole school:

- ensure parents/carers are informed about school events and relevant topics through regular newsletters, letters, notice boards and the school website
- facilitate parental involvement through the provision of dedicated space for formal and informal meetings

Agreed: Curriculum and Standards Committee January 2016