

# Oakwood Junior School Teaching and Learning Policy

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We as a school consider our equality duties under the Equality act 2010. The general duties are to:

- Eliminate discrimination,
- Advance equality of opportunity
- Foster good relations

# 'Every child is a learner and can achieve'.



The aim of this document is to reflect Oakwood Junior School's high expectations and a common approach to teaching and learning that is underpinned by a clear vision.

## Vision and Values

### Our Vision is that every pupil:

- is highly motivated and wants to learn with an enquiring mind and a spirit of curiosity
- tries their best and embraces challenge, to achieve high standards in all areas of the curriculum
- has high self-esteem by respecting and working well with others
- takes pride in their work and is able to work independently and collaboratively
- looks after their school and those in it – respecting themselves and the environment
- acquires a love of learning whilst growing and thriving in our safe and nurturing school environment

### Our School Values:



Our children will learn about how people with these values have changed the world we live in; in turn, it will inspire them to shape their own world.

### School Mission:

We believe that each pupil will succeed through experiencing:-

- a broad and challenging curriculum
- an enriching programme of opportunities, activities, visitors and visits
- a stimulating learning environment
- an ethos of support, challenge and encouragement
- a learning partnership within the wider community
- our vision and values translated into a daily reality across our whole school community

### The Key Drivers



We aim for the pupils' learning experiences to be underpinned by awe and wonder, both engaging them in the 'here and now', as well as providing them with moments that will live a lifetime in their memories and keep kindled the love of learning we seek to ignite.

We celebrate the success of all the pupils and will always endeavour to seek new ways to improve the quality of learning opportunities for our children. Through our teaching and our rich and challenging curriculum, we prepare learners with the skills, knowledge and understanding necessary to be able to be successful later in life. At Oakwood Junior School we believe a core task as teachers is to evaluate the effect of our teaching on pupils' learning. We recognise that everything we do as teachers has an impact on pupil's learning and we reflect on our teaching so that pupils are successful.

We work towards the aims of the school through providing high quality learning experiences within all we do; in the discreet and hidden curriculum, in the school environment and the interactions between all members of the school community. We believe that we teach the pupils through all that we do: through the implementation of the policies, systems and practice that determine the curriculum and school day; learning and teaching should not just be seen as an isolated activity that happens in a classroom.

We believe that:

- Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable pupils to make expected or accelerated progress;
- Teaching needs to equip pupils with the skills, knowledge and understanding necessary to allow them to play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
- High quality teaching and learning experiences support pupils to lead happy and rewarding lives, now and in the future;
- High expectations of learning behaviours are essential through explicit teacher modelling.
- The foundations of reading and mathematics remain at the forefront of learning in all we do.

### **Curriculum with Unity**

The majority of our Curriculum is based upon CUSP (Curriculum with Unity Schools Partnership) is a curriculum revolution. Written by Alex Bedford, Unity SP's Primary Adviser, CUSP is:

- Connected
- Cumulative
- Coherent

CUSP is underpinned by evidence, research and cognitive science. Modules are deliberately sequenced for robust progression and allows teachers to focus on the lesson.

There is an emphasis on oracy and vocabulary acquisition, retention and use to break down learning barriers and accelerate progress. A rich diet of language and vocabulary is deliberately planned for.

Specific skills are discreetly taught and practised so that they become transferrable. The sequenced modules activate prior learning, build on skills and deepen knowledge AND understanding. Learning, vocabulary and content is cumulative; content is learned, retrieved and built upon.

### **Teaching and Learning for Long-term Memory**

To ensure this, there is an emphasis in Oakwood Junior School to ensure that knowledge "sticks" and that pupils 'know more, remember more and do more.' We believe that it is vital that teachers can confidently and accurately use teaching techniques to gather a secure overview as to whether 'learning has stuck' or not. All teachers should be confident to test whether 'learning has stuck' using systematic and incisive techniques, frequently based on questioning, low stakes cumulative quizzing and retrieval practice.

We adhere to the statement: *'If nothing has altered in long-term memory, nothing has been learned'* and have embedded a curriculum where recall and retention of learning is deeply embedded.

Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently. Senior Leaders have designed the curriculum to be delivered in a way that allows pupils to transfer key knowledge to long-term

memory. It is sequenced carefully so that new knowledge and skills build on prior knowledge and pupils can work towards clearly defined end points.

Teachers understand that knowledge is stored as a complex, interconnected web or 'schema'. They recognise that if students are able to draw on their long-term memory and attend to a small number of new features in what they are learning, they are much more likely to learn and make progress. The more pupils know, the more they have the capacity to learn. Therefore, an effective curriculum ensures that pupils are taught concepts and skills in an order that enables them to make useful connections that are not misapprehensions.

In order to ensure the transition of learning into long-term memory, teachers make use of mechanisms and techniques such as:

- dual coding
- graphic organisers
- knowledge organisers
- spaced practice and interleaving
- retrieval practice

Senior Leaders continually research and extend their pedagogy of science learning theory to promote, for example, Rosenshine's Principles of Instruction. Proponents of learning theories such as Rosenshine, Kate Jones, Mary Myatt, Oliver Caviglioli and Tom Sherrington are regularly referred to and staff have ongoing professional development on this area of the curriculum to enhance their own teaching and learning.

## **Vocabulary**

Oakwood Junior School believes that there is a correlation between vocabulary size and life chances which is vital to educational and life success. Vocabulary is important, because it embodies and communicates concepts. Therefore, the teaching of vocabulary is the golden thread that weaves throughout the whole of our curriculum to enhance children's knowledge and acquisition of language.

### **We believe that:**

*If vocabulary conveys meaning, and meaning is what we want children to learn, then we must teach it.*

Our curriculum has a 'Vocabulary Curriculum Progression document' where vocabulary is overtly planned for in lessons; this covers Tier 2 and 3 vocabulary.

## **Cultural capital**

Oakwood Junior School aims to equip pupils with the knowledge and cultural capital they need to succeed in life. We work on the premise that cultural capital is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.

## **Personal, Social, Moral and Emotional Development**

At Oakwood Junior School we believe that children learn best when their learning enables appropriate and pertinent aspects of personal, social, moral and emotional development within both overarching and explicit provision. Children's personal, social, moral and emotional development is supported through the school's provision; both within the discreet and hidden curriculum, in order that they achieve well academically and can become active, responsible and caring members of the school and wider community.

We encourage all children to develop an increasing awareness of 'protected characteristics' through our Personal, Social, Health and Economic (PSHE) curriculum and provide opportunities to apply this in their decision making and actions. Children are continually encouraged to develop an increasing awareness of the school's values in their learning and actively participate in demonstrating these effectively.

## Whole class teaching



Oakwood Junior School believes that whole class teaching has the most impact on attainment for all pupils. We do this by promoting high quality teaching and learning across school to ensure that standards are raised with the consistency and well sequenced lessons.

The school incorporates strategies to support pupils with additional needs into the classroom practice to ensure all pupils are being successful with an emphasis on ensuring all children are included, motivated and engaged by their learning in the classroom.

At Oakwood Junior School we believe that good teaching is when teachers (and other School staff when applicable);

- Form positive relationships with the children in their class and other members of the school community;
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately scaffolded and supported in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate effective lesson organisation;
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support pupil's learning;
- Use technology effectively in order to support pupil's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning effectively to gauge and extend pupil's skills, knowledge and understanding;
- Are reflective regarding their professional practice and the overall provision the school offers.
- Ensure that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

Leaders monitor lessons and pupils' outcomes to give teachers feedback on developing the learning of different groups of pupils. Our school also uses Pupil Progress Meetings and rigorous analysis via Question Level Analysis of both summative and formative assessment to make adjustments to approaches to learning for individual and groups of pupils.

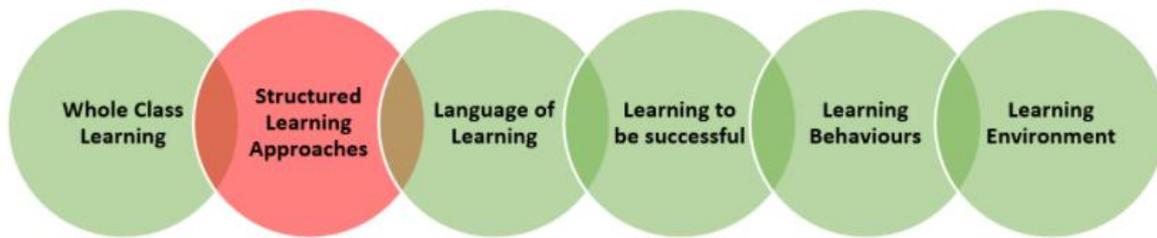
## The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children;
- Supporting a small group **within** the classroom;
- Delivering intervention groups;

- Carrying out assessments;
- Preparing resources;
- Supporting children with Personalised Learning Plans, Individual Behaviour Plans or Education Health Care Plans for our pupils with Special Educational Needs and Disabilities (SEND).

## Structured Learning Approaches



Leaders in school design and implement structured approaches to teaching and learning across the school to develop consistency for our pupils. All approaches developed reinforce the school's pedagogy of collaborative learning, teaching pupils to be problem solvers and developing communication skills. Examples of current approaches include our shared reading structure, collaborative approaches to spelling, learning how to be expert writers and a consistent use of mathematical manipulatives. Teachers receive continuing professional development (CPD) and feedback to ensure these approaches are effective within their teaching.

Senior leaders have developed clear and consistent structures and systems for all aspects of curriculum planning so that teaching staff, at all levels, have an understanding of and are able to effectively utilise the complete planning process; including the use of the year group road maps to develop long, medium and short term plans, to inform both the construction of the curriculum and its delivery.

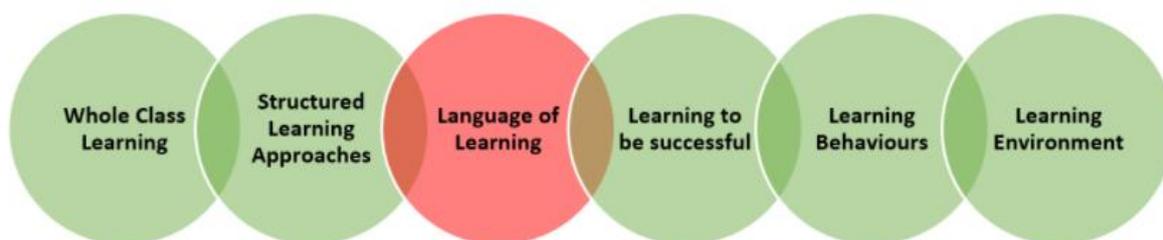
Throughout the year we hold a series of focus days or weeks; these range from specific curriculum areas for example, book week or science investigation/maths day/french day to local community events and performances. The aim of this approach is to raise the profile and enthusiasm for an area or subject and provide children with the opportunity to practise and focus their skills on a given area of the curriculum to develop new interests and knowledge.

Teachers suitably personalise lessons for all learners with clear learning and steps to success in language the children will understand. Teachers plan together with their year group partner(s) at least weekly which ensures planning identifies a range of engaging activities to develop children's skills, knowledge and understanding and explicitly notes appropriate subject specific language from tier 1 to tier 3 vocabulary.

When planning, our school encourages teachers to consider how learning will be seen through the eyes of a child in their lessons. Through reflecting on how children will be able to access the learning, what their misconceptions might be and how they know when they have been successful, teachers are supported in planning to meet the needs of all children.

At Oakwood Junior School we believe that good teaching is when teachers demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding. Teachers have a good knowledge of each subject that they are teaching and an understanding of progression of learning in that subject. Furthermore, Teachers are instrumental in their own Professional Development; actively taking part in Continuing Professional Development (CPD) sessions both within school and elsewhere. Subject Leaders and other designated staff within the school lead CPD sessions for colleagues on areas of specific need in order to support and develop staff knowledge as required.

## Language of Learning



Our teachers use language of learning amongst themselves and reinforce this with pupils in lessons. This helps teachers and pupils to reflect on and describe their learning. This language includes our values which motivate pupils' learning. We use a range of words which describe what we do when we are learning and encourages children to use the appropriate skills e.g.



Connect



Explain



Example



Attempt



Apply



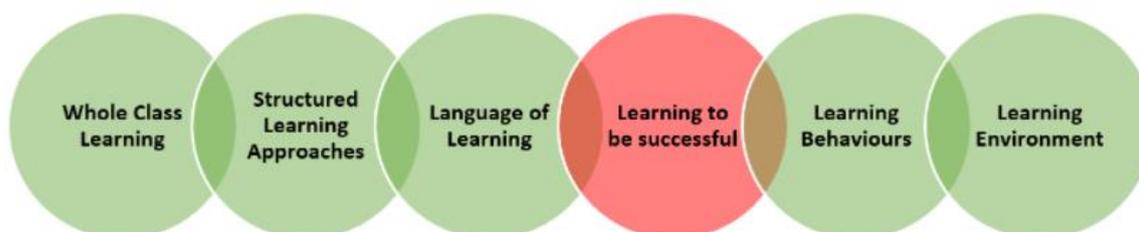
Challenge

Lessons follow the following structure:

REMEMBER (retrieval task)  
Task 1 EXPLAIN, ATTEMPT, APPLY  
Task 2 EXPLAIN, ATTEMPT, APPLY  
COMBINE and CHALLENGE

We encourage and respect pupil voice. We have a School Council / Pupil Parliament, which meets regularly, makes recommendations and undertakes work to improve our school. All classes use PSHE time to make sure children have opportunities to raise concerns and voice opinions. Children's opinions are regularly sought through questionnaires and discussions.

## Learning to be Successful



Our school believes that it is vitally important that teachers show pupils how to be successful and that teachers allow pupils the opportunity to show how they are being successful. When showing pupils how to be successful teachers use a range of approaches including co-constructing success criteria, scaffolding, modelling, modelled examples, guided examples, self-verbalisation and demonstration.

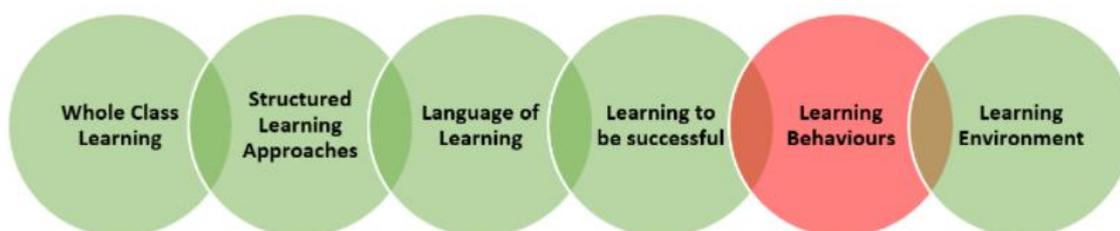
Teachers use assessment for learning strategies to understand how pupils are being successful. During the formative assessment process, teachers engage in a range of techniques, in particular, the use of: listening and observing;

effective questioning and dialogue; catching the moment; regular low-stakes quizzing, to find out what pupils have remembered over time and to embed key knowledge; knowledge organisers as an assessment tool to help teachers check whether pupils have learned the key knowledge intended.

At Oakwood Junior School we believe that children become successful learners when:

- They are encouraged to form positive relationships with all members of the school community;
- They have clear direction and are praised for all the good things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered;
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Their learning encompasses the school values to support them in their development as future effective citizens;
- Teachers have a secure understanding of progression within each subject, including what skills, knowledge and understanding need to be demonstrated for a child to aim to achieve at National Standard and what the next steps for that child are in order that they make progress in their learning.

## Learning Behaviours



As the ability to collaborate is an important life skill, we teach our pupils how to collaborate when learning. Collaborative learning approaches are encouraged in the classroom and are a significant part of our approach to teaching in all subjects. Pupils are taught how to be an effective talk partner and this is modelled within the classroom.

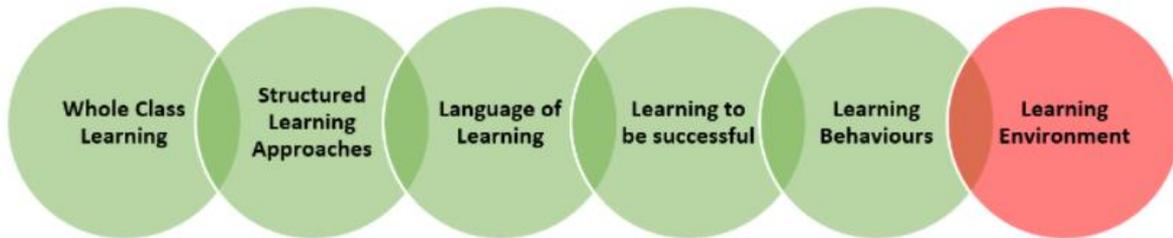
Teachers support pupils in reflecting on their learning so that they become more aware of the learning process and how they learn. This, in turn, supports pupils' independence as they develop more awareness of, for example, strategies that are effective for them and resources and manipulatives that support them in accessing the learning and being successful.

Teachers and other adults consistently but sensitively use the School's Behaviour Policy that all pupils know what is expected of them, can learn and socialise appropriately and understand the difference between right and wrong and that there are consequences to their actions:

- Pupils and adults demonstrating mutual respect;
- Pupils and adults developing a good rapport with one another;
- Pupils reflecting on how their behaviour affects themselves and others;
- Pupils working with adults to establish and meet rules and targets for both learning and behaviour;
- Pupils being intelligently critical of their own work and that of others;
- Pupils taking pride in shared and personal successes;
- Pupils able to work independently and in collaboration with others;
- Pupils able to reflect and evaluate on their own progress and learning through using and developing effective communication skills from explicit modelling;

- Pupils being keen, able and confident to tell their parents/carers about their school-day with clarity.
- Pupils know exactly what is expected of their social and learning behaviours through high expectations from their teacher and other adults with particular reference to the school's aims and values as well as individual class rules.
- Pupils are praised and rewarded for the good things that they do and sanctioned if they do not do the right thing.

## Learning Environment



Our school provides a rich learning environment which supports pupils' learning. Each classroom has a range of 'working walls' that reflect current English, mathematics and science work which display the sequences of learning. Each learning wall contains a range of supports for pupils, including how to be successful, worked models, key vocabulary and questions to prompt independent learning. Pupils are taught how to use the working walls effectively.

All staff take time to consider both the classroom and learning environments in terms of their safety and are continually looking for ways to improve them. SLT monitors the learning environment to ensure it is vibrant, bright and relevant.

The classroom and learning environments are managed in a way that supports the development of learning; academic, social and emotional. Features of this include:

- Furniture being arranged to facilitate different types of learning; through whole class teaching, group work, one to one and also to ensure inclusion;
- High quality classroom and corridor displays, with a good balance between the celebration of children's work (with clear explanations), and displays that develop children's learning by providing expectation and/or support;
- Reading areas in each classroom which encourage children to have an interest in books and reading and enable pupils to research and investigate topics being taught;
- The acknowledgement by all staff that communal areas within the school environment such as the playgrounds, school hall and 'hygge room' contribute to the academic, social and emotional development of pupils and therefore receive due consideration and are maintained accordingly;
- Teachers ensuring that children have the opportunity to work in the classrooms and in outdoor areas e.g. pond area, woodlands area etc.

## Inclusion

### **(Please refer also to the School's Single Equality Policy and SEND policy)**

We recognise that all pupils are equal regardless of cultural or ethnic background, religion, social circumstances, gender, sexual orientation, ability and disability. The curriculum and whole ethos of the school demonstrates that diversity is understood, is welcomed and appreciated within the school. Equal opportunities means that all children have the right to a broad and balanced curriculum with which all pupils can engage and achieve.

Successful inclusive provision at Oakwood Junior School is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children. The school is committed to meeting diverse needs to ensure the active participation and progress of all pupils.

In accordance with the school's 'Single Equality Policy', which can be found on the school website, all pupils will be given full access to the National Curriculum, adaptations made as needed.

Children who receive additional or extra support, including those with statements of SEND, have individual learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific additional input e.g. pre and post learning tasks, learning / consolidating fundamental facts or recapping of learning.

Oakwood Juniors is committed to Inclusive practice across the curriculum to enable all children to achieve their full potential.

## **Parents and Carers**

Parents and Carers play a pivotal role in their child's learning. For children to achieve well, it is vital that staff and parents support the aims of the school through:

- Promoting positive relationships between all members of the School community including; children and their peers, children and staff, children and their parents/carers and staff and parents/carers;
- Being understanding and supportive of the school aims in learning and teaching and support their children with daily reading at home and completing homework activities;
- To attend and contribute to Parent Consultation Meetings;
- To praise their children for the good things that they do in school;
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.
- Sharing the teaching and learning via the platform 'Class Dojo'.

## **Governing Board**

For our school to be successful, the Governing Board supports the aims of the School via a range of strategies, some of which are listed below:

- Promoting positive relationships between the Governing Body and all members of the School community including; children, their parents/carers and staff;
- Having appointed governors to core subject areas and SEND, who then liaise with appropriate staff to monitor and evaluate impact in those area
- Monitor end of Key Stage data to review standards
- Work with Senior Leaders to review the school's learning and teaching Policy;
- Supporting the school when facing changes to its educational landscape e.g. introduction of new initiatives;
- Monitoring the effectiveness of expenditure to ensure 'best value' is achieved, for the children at all times.

This policy will be reviewed annually or sooner if legislation dictates.

Written in November 2023