



Oakhurst Community First School Teaching and Learning Policy

Introduction

At Oakhurst Community First School learning should be a rewarding and enjoyable experience for everyone. Our Teaching and Learning Policy aims to ensure that the children at our school are provided with high quality learning experiences.

Aim

Our aim, through effective teaching, is to help children to acquire the skills and knowledge to enable them to lead happy and rewarding lives.

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.

We want to enable children to become confident, resourceful, enquiring and independent learners.

Effective Teaching

Effective learning is best enhanced through effective teaching. Our teaching builds on the children's prior learning. Our teaching will enthuse, challenge and inspire children so that they can make good or exceptional progress within a positive atmosphere of trust and respect.

For effective teaching to take place teachers and educators will aim to:

- use Assessment For Learning (AFL) strategies including learning challenges, steps to success and learning partners
- have strong subject knowledge and know ways to develop this where needed
- plan time for reviewing and reflection leading to developing next steps
- ensure lessons are well planned and differentiated to enable all children to achieve and build on their own experiences
- model effective learning strategies
- use a range of questioning to encourage independent thinking

- maintain pace and children's interest in lessons
- ensure high quality resources are readily and appropriately available
- use a wide range of interactive teaching strategies e.g. whole class, guided group, paired and independent
- develop skills to continually improve their practice.

Effective Learning

We acknowledge that people learn in different ways; lessons at Oakhurst Community First School reflect this using differentiated work and different learning styles (Visual, Auditory and Kinaesthetic).

For effective learning to take place children:

- should be absorbed in their lessons and enjoy them.
- will work as a whole class, in groups, in pairs or individually.
- will be encouraged to be responsible for their own learning and set targets for themselves alongside teaching staff.

The children will develop different ways to approach learning including:

- investigation and problem solving.
- research and finding out.
- creative activities.
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity.

The Learning Environment and Resources

The learning environment of the school should be attractive and pleasing to create a positive environment for learning to take place.

Children should be able to select and use appropriate resources to help them with their learning. The learning environment should be organised to ensure that the children have the opportunity to learn in different ways. These include:

- library
- use of the computer
- fieldwork and visits to places of educational interest
- watching television and responding to musical or tape-recorded material
- visitors to the school
- themed weeks

Learning takes place in an environment which:

- challenges and stimulates
- supports learning
- is peaceful and calm
- is happy and organised
- is well resourced and clearly labelled
- is a way to make learning accessible
- is encouraging and appreciative
- is welcoming
- provides equal opportunities
- provides a working atmosphere.

Our classrooms are attractive learning environments. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to literacy and numeracy. All classrooms have interactive white boards to develop learning. To give learning a clear focus 'Steps to Success' are displayed for children. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Each classroom has well ordered clearly labelled resources.

Inclusion

In accordance with the school ethos, all children at Oakhurst Community First School will be given full access to the National Curriculum and the Foundation Stage Curriculum. Staff will endeavour to help all children to reach their potential, irrespective of race, gender, age or ability.

We acknowledge and respect the wide range of experiences which children and staff bring to school and build on these to support children's learning and self image. We value all stakeholders range of experiences of other cultures to enhance the curriculum and use resources that reflect the multicultural profile of our society.

Assessment

Assessment underpins all teaching and learning. Continuous assessments, including AFL, are made of children's work in order to establish the level of attainment, and to inform future planning. Record keeping and assessment procedures are defined in the school's Assessment, Recording and Reporting policy. Children are helped to judge the success of their work and to set targets for improvement.

ROLES AND RESPONSIBILITIES

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 fit to support successful teaching and learning
- monitor how effective teaching and learning strategies are in terms of raising children's attainment
- ensure that staff development and performance management targets promote good quality teaching
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the Headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff.
- monitor teaching and learning of subjects.

The Role of the School

To help children achieve their potential we will:

- provide a balanced curriculum whilst meeting individual needs;
- provide a caring, stimulating and happy learning environment;
- encourage children's enthusiasm for learning and provide opportunities for them to develop their work at home.
- support staff development through the performance management system
- monitors the quality of teaching and learning

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

- keeping parents informed about the school curriculum and events;
- keeping parents informed about their child's achievement and progress through regular reports and meetings;
- letting parents know about any concerns or problems that may affect their child's work or behaviour;
- contacting parents if there is a problem with attendance or punctuality;
- sending information to parents at the start of each topic to inform of learning intentions
- sending annual 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. We suggest, for example, regular shared reading with children, and support for children with their projects and investigative work.
- Holding open days, open sessions and parent consultations.

The Role of Parents

Parents have the responsibility to support their children and the school in developing learning. We would like parents to:

- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school with the correct uniform and 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 learning or behaviour at school
- promote a positive attitude towards school and learning in general
- fulfil the requirements set out in the home/school agreement
- attending parent consultations and taking advantage of other opportunities to find out about and support the work of the school
- present a positive image of the school to the child.

The Role of Children

We expect children:

- to show respect for themselves, others and the school environment.
- to do their best.
- to be ready for learning.
- to be positive towards their school, their work and each other.

This policy was agreed by the Governing Body on 8.3.2010

It will be reviewed in 2014 or sooner if there are changes to the curriculum.