



Teaching and learning policy

Oakridge Community Primary School

Our vision...

- Ethical action for a world class education.
- Nurturing relationships at the heart of our communities.
- Brave leadership in a changing landscape.

OUR PLEDGES...

In their time at OAKRIDGE PRIMARY SCHOOL, your child will...

- Take part in a charitable event
- Improve their local environment or community
- Meet people from different communities
- Have regular outdoor learning experiences
- Be an active learner in the community
- Visit a city
- Meet someone who inspires them
- Go on an overnight adventure
- Take part in a wide range of sports
- Reach for the stars
- Develop a love of reading
- Learn to grow and cook their own food

YORKSHIRE Endeavour academy trust
Ethical | Nurturing | Brave

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1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raise standards of achievement for all pupils in our school
- Involve pupils, parents/carers and the wider school community in pupils' learning and development

2. Our guiding principles

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Have their learning needs understood developmentally
- Can link new learning to things they have learned before
- Are guided, taught or helped in appropriate ways at appropriate times
- Can rehearse what they are learning
- Are given the opportunity to retrieve prior learning at spaced intervals
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. Please refer to our home-school agreement.

We also draw on our wider support network within the Yorkshire Endeavour Academy Trust and particularly within the COGL group of schools with whom we share a curriculum and subject leads.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning through assemblies, at least three updates a week on classdojo, entries in our fortnightly newsletter and involvement in open days
- Update parents/carers on pupils' progress through termly parents' meetings, termly IEP reviews for pupils with SEND and produce annual written report on their child's progress
- Work within our Oakridge team but also within the COGL group of schools and the wider Yorkshire Endeavour Academy Trust
- Embrace the 6 principles of [Nurture](#) and measure children's SEMH needs through BOXALL profiling termly
- Meet the expectations set out in the COGL curriculum, [curriculum policy](#), [behaviour policy](#), [assessment policy](#) and marking and feedback policy.

3.2 Support staff

Support staff will:

- Embrace the 6 principles of [Nurture](#) and support teachers in the BOXALL profiling process when required
- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in the COGL curriculum, [curriculum policy](#), [behaviour policy](#), [assessment policy](#) and marking and feedback policy.

3.3 Subject leaders

Subject leaders within our COGL team will:

- Help to create, and quality assure, well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows all pupils within a mixed-aged class to make good progress from their starting points
- Drive improvement in their subject, working with teachers to identify any challenges
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Support teachers to improve on weaknesses in practice or provision identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the COGL curriculum, [curriculum policy](#), [behaviour policy](#), [assessment policy](#) and marking and feedback policy.

3.4 Senior leaders

Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Grow and develop people in all roles to be their very best
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels across the school, the COGL group of schools and within the Trust
- Address underachievement and intervene promptly
- Meet the expectations set out in the COGL curriculum, [curriculum policy](#), [behaviour policy](#), [assessment policy](#) and marking and feedback policy.

3.5 Pupils

Pupils will:

- Be ready, be safe and be kind
- Take responsibility for their own learning, and support the learning of others
- Aim to be independent by following the 4 Bs approach: **Brain, Board, Buddy, Boss.**
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

3.6 Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

We have a broad and balanced curriculum which we continue to develop and share with the other COGL schools.

Each subject is taught discretely from its own carefully planned curriculum that ensures pupils are given the knowledge, skills and vocabulary they need to be successful in that subject.

Our maths curriculum is based on the White Rose scheme of work however teachers are expected to use their professional judgement to adapt this to meet the needs of their class particularly by drawing on other resources to provide extra challenge where required.

Lessons are planned with Rosenshine's principles in mind: learning is broken into small steps which are planned within an I do, we do, you do structure to ensure that learning is modelled and rehearsed. This learning is then consolidated over time through regular retrieval practice for example Question Time and times table practice in maths and daily GPS revision.

See our Early Years Foundation Stage (EYFS) [policy](#) for more details on our school's teaching and learning in the early years.

5. Learning environment

When pupils are at school, learning will take place in a range of spaces including the classroom, breakout rooms, the hall, outdoor areas and our local learning area (see our educational visit [policy](#)). These spaces will be kept safe, clean and ready for pupils to use them.

Through the Nurture principles, we recognise that the classroom needs to offer a safe base for children. In addition, it must be an environment that promotes the best teaching and learning while encouraging independence.

As a result, our classrooms will:

- Be clean, tidy and free of clutter
- Have a seating layout that allows everyone to see the board and participate
- Contain displays that facilitate independent learning including working walls for maths and English (3Cs approach to writing)
- Contain clearly labelled, easily accessible resources
- Have the 3 behaviour rules and the Learning Gems on a clearly visible display
- Have a visual timetable on display that is updated and referred to daily
- Celebrate pieces of work and photographs of positive learning experiences
- Have calm areas for children to regulate either in the classroom or within close proximity
- Have areas that celebrate and encourage reading either in classroom or within close proximity
- Include a zones of regulation display area for children to share their emotional state
- Include a sharing box for children to share worries and other news with their trusted adults

Through our school pledges, we demonstrate our commitment to the importance of learning outside and within our local community. Children will, on most weeks, experience at least one lesson outside (not

including PE). Every half term, children will on at least one occasion, be active learners in their local community.

6. Working Walls

- Maths and writing both have working walls.
- These are not “displays.” They aim to support independent learning.
- Instead, they support pupils in their current subject specific learning.
- Working walls should be an interactive resource used by staff and pupils to share examples, vocabulary, key knowledge, diagrams etc.
- Working walls might evidence “work in progress” for example, the development of a text type over time.
- They might include some exemplary examples of pupils’ work.
- Teachers can add to the working wall during the lesson and pupils should be encouraged to use them as a reference point.

7. Differentiation or adaptive teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)

Disadvantaged pupils

- The most able pupils

To do this we will use the following strategies:

- Using support staff effectively to provide extra support
- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good or better progress
- Using ability groupings for certain subjects where appropriate
- Providing writing frames and word banks

Please refer to our [SEND policy](#) for further details.

8. Home learning

The policy of our school is that homework should be to support key skills and should not be overwhelming.

We believe it is important that children have time to participate in and enjoy out-of-school activities but also have chance to practise key skills at home so parents are familiar with what is expected. Homework is most effective when done in a supportive, secure environment, with focused time set aside.

Our [homework policy](#) outlines the expectations in terms of homework for each key stage.

9. Marking and feedback

We recognise marking and feedback as a crucial part of teaching and learning.

Our marking and feedback policy outlines our approach to marking and feedback. This policy:

- Shares the school's aims for marking and feedback
- Describes the principles of marking and feedback
- Ensures a consistent approach by staff members while recognising that marking and feedback needs to be understood developmentally

10. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment:

- In line with the government's assessment arrangements, children complete national statutory assessments at the appropriate points of their education
- All pupils are summatively assessed at the end of every term using nationally standardised tests in maths and English. Teachers' professional judgements are used to triangulate these assessments
- Teachers make professional judgements in all subjects at the end of every term using the Balance assessment tool
- Formative assessment is ongoing throughout lessons. Formative assessments are recorded in books at the end of each lesson using a number from the Balance Wheel: 1 – 9 with 9 being secure
- In some subjects, regular formative assessments occur for example end of unit maths assessments, end of half-term phonics assessments, weekly spelling checks etc
- We will provide regular targets for pupils and provide termly verbal reports against these at parents' evenings
- Pupils will receive a written report in the Summer term

Please refer to the school's [assessment policy](#) for further detail.

11. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

The senior leadership team - occasionally with the support of COGL subject leads and external advisors - will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering staff and pupil voice
- Planning scrutinies

- Book scrutinies

This monitoring will be scheduled through a termly time-table. Teaching staff are encouraged to take part in planning and book scrutinies. Verbal feedback will be given to staff at the earliest opportunity. When appropriate, feedback will be provided at the end of the week to all staff through the weekly diary.

12. Review

This policy will be reviewed every year by the Headteacher and Teacher in Charge. At every review, the policy will be shared with the full governing board.

13. Links with other policies

This policy links with the following policies and procedures:

- [Behaviour policy](#)
- [Curriculum policy](#)
- [Early Years Foundation Stage \(EYFS\) policy](#)
- [SEN/SEND policy and information report](#)
- Marking and feedback policy
- Home-school agreement
- [Assessment policy](#)
- [Equality information and objectives](#)