

# **Our Approach to Teaching and Learning**



### **Knowledge**

We recognise the value of knowledge and work hard to build long term memory. We ensure that the knowledge we learn is progressive and that the children 'learn more to remember more'.

### **Learning Behaviours**

We encourage the children to display the learning behaviours of pride, resilience, organisation, curiosity, initiative & independence and team work wherever possible.

### **Growth Mindset**

We encourage children to enjoy learning new things and view challenges with enthusiasm.

We encourage them to be aspirational and resilient in their learning.

## **Our general approach to teaching and learning**

### **Quality First teaching**

Responsive teaching is at the centre of our approach. We use ongoing assessments to adapt provision to meet the needs of all our children.

We use the mastery approach in English & Maths and wherever possible in our wider curriculum. Challenge is provided in all our lessons.

### **Participation**

Pupils are expected to be fully active in their learning. Staff use a range of Kagan strategies to ensure participation from all children. We also model learning using the 'I do, we do, you do' approach to promote participation and independence.

### **Planning & Preparation**

Collaborative planning takes place within year group teams on a weekly basis. Time is given termly for year group teams and subject leaders to create medium and short term plans.

### **Summative Assessments**

In years 1, 3, 4 & 5 NFER tests are used termly to provide summative assessment judgements for reading, maths and GAPS.

Years 2 and 6 complete previous SAT papers in order to best prepare the children for the end of the year.

Half termly tests are used to support the teacher's judgements on children's progress and attainment.

All staff aware of all year group end points and work towards these to support successful transition to the next phase of learning.

### **Pupil Progress Meetings**

Attainment and progress data is collected each half term and analysed to identify whole school patterns/priorities for school development/evaluation.

Data is discussed each half term in pupil progress meetings held with each year group team and senior leaders.

## **Assessment**

### **Retrieval Activities**

Retrieval Activities are used at the start of each lesson to ensure that key knowledge and vocabulary is retained. The children refer to this as 'sticky knowledge'.

### **Writing**

Teacher assessment of writing is completed each half term. Senior Leaders, including the English Lead, moderate the writing of every child on a termly basis. This process is carried out with teaching staff to ensure consistency in the marking and judgement of writing across school.

### **Phonics**

Phonics is assessed throughout the Little Wandle programme. At the end of year 1 the phonic check is completed. Pupils who do not meet the expected level are checked again at the end of year 2.

### **Feedback**

Unless feedback leads to a positive change, it has no real value.

The longer we wait to feedback to children, the less value it has.

### **Marking**

Class teachers and TAs mark in blue. Pupils edit their work or respond to Green Pen Feedback (GPF) in green.

### **Self/Peer Marking**

There may be occasions where self or peer marking may be appropriate and helpful to learning.

## **Marking & Feedback**

### **Learning Objectives**

On all lessons, the teacher will mark against the learning objective to show if it has been achieved (LO✓).

### **Top Marking/In-Lesson Marking**

Where possible, work will be marked in the lesson. This may involve top marking (highlighting correct/accurate work in green and incorrect/inaccurate work in yellow.

This is essential in giving immediate feedback and addressing misconceptions.

### **Teacher Workload**

Teachers at Oakfield Primary take pride in working hard and giving the children the best opportunities for learning. We believe that learning should be moved on, wherever possible, through immediate feedback and therefore much marking will take place in the lesson. Symbols have been introduced to encourage children to achieve the learning objective, the challenge or the extended challenge (see the marking policy).

### **Role models**

Staff are a positive role model to our children at all times. They demonstrate how to develop and maintain respectful relationships to ensure a safe and happy ethos is achieved.

We explicitly teach all children how to listen attentively and how to engage in lessons, whilst acknowledging what is appropriate to their age and ability.

We strive to achieve a balance of adult-directed and child-initiated tasks that ensure children learn and have opportunities to apply this learning.

### **Assessment**

Through and reliable baseline data is collected at the start of the year.

Significant achievements that demonstrate progress are recorded. Staff are continuously aware of next steps through observations and record keeping.

### **Learning through Play**

We believe learning takes place within the indoor and outdoor environments. We plan challenging learning opportunities for all provision areas.

## **Early Years Foundation Stage**

### **Phonics**

We use the Little Wandle scheme for the teaching of phonics.

### **Reading**

Children are heard read in school on a regular basis. The children take home reading books that are phonically decodable.

We also foster a love of reading through shared reading and story activities.

### **Writing**

Daily activities are planned which are designed to improve fine motor control and writing skills.

Writing opportunities throughout areas of provision are provided to encourage children to write independently and with a purpose.

### **Maths**

We follow the mastery approach to learning Maths.

Maths activities are provided within the continuous provision to encourage children to apply what they have learnt.

## Planning

Staff work collaboratively in teams to plan, lead and develop subjects in school to meet the needs of the specific cohort.

The whole school team decide on the progression of knowledge and create long term, medium term and short plans to ensure all our pupils receive the same ambitious education irrespective of their background and starting point.

Short term plans contain tier 2 and 3 vocabulary to enhance all subjects following research.

# Subjects

## Our Curriculum

Our bespoke curriculum is aspirational for all pupils irrespective of their background and starting point. We strive to make the curriculum inclusive and accessible for all our pupils, making adaptations where necessary. Through a range of additional enrichment and extra-curricular opportunities, we aim to promote and develop the cultural capital of our pupils.

## Evidence

Lessons are evidenced in subject specific books.

PSHE, PE & Music are evidenced in floor books.

## Reading across the curriculum

We consider reading and vocabulary acquisition to be central to all education; therefore children must be given every opportunity to learn the mechanics and techniques of reading in order to thrive and to enjoy their reading.

At Oakfield we are passionate in the goal of fostering a love of reading: through high-quality book-talk, which takes place daily across the subjects.

## Retrieval of Knowledge

Each lesson begins with a retrieval activity such as a quiz or series of questions including key knowledge or vocabulary.

This cumulative approach to learning allows children to revisit prior knowledge and retain it in their long term memory.

Following Rosenshine's 17 Principles of Effective Instruction enables us to support the cognitive load of our children through clear explanations and presenting new material in small steps with opportunities for them to demonstrate learning at each stage.