



## **Teaching and Learning Policy**

### **Vision/Curriculum Rationale**

At Oakhill we **intend** to provide children with a broad and balanced curriculum which has been ambitiously designed to suit the needs of our children. We intend to raise aspirations and to promote independence, resilience and confidence. We do this by exposing children to a wide variety of experiences in order for them to develop the knowledge and skills necessary for the next phase of their education.

### **How children learn**

Children learn in a variety of ways and use the knowledge and understanding that they gather on their educational journey to build schema. It is through this schema that children make the connections that enable them to build upon prior learning. Through the **implementation** of our curriculum, we ensure that there is the opportunity to retrieve prior knowledge and understanding before introducing new. This aids children's schema building which subsequently ensures that knowledge and understanding sits in the long term memory.

Children learn best when they are intrigued and interested: challenged and stimulated. We intend to do this by providing opportunities across the curriculum to be creative, to explore, to investigate, to question and discuss. This is in the form of direct teaching, or through facilitation, and is dependent upon the intended learning and the most suitable teaching method.

### **Environment**

The environment in which children work needs to be conducive to learning. At Oakhill we create a calm and happy learning environment which is well organised and resourced. All resources are in good condition and, if kept permanently in the classroom, are clearly labelled for children to access independently. The school, and classrooms, are welcoming, displaying children's work alongside prompts to support and further leaning. There is consistency in some displays across the school (see Environmental Checklist) to ensure that key terminology and visual prompts are uniform.

### **Learning Principle**

We believe that children learn best when they are actively engaged in their learning. We provide opportunities for this by planning for learning opportunities that require children to learn both independently and together through direct teaching and by providing opportunities for creativity, exploration, investigation, discussion and questioning. Children's learning is further enhanced through concrete resources, visits and visitors, and computing equipment, including the Now Press Play technology. The use of video and sound clips to engage children, alongside images and artefacts is actively encouraged. Children have the opportunity in all lessons to work independently and in small groups or pairs, learning by themselves and through each other.

Teachers consider the pedagogical approaches prior to lessons and choose the approach that is most conducive to the intended learning. Approaches are tailored to suit the needs of the class and are adapted, if necessary, during lessons. If any groupings are made in lessons, or in specific subjects, these groups are fluid and can change within individual lessons and across the course of a week.

Classroom routines are essential to maximising learning time within the classroom. Classroom rules and routines are clear to all children and staff, and are reinforced through positive praise and sanctions.

### **Planning Expectations**

All lessons are planned for on given planning proformas, or directly onto Flipcharts, and saved onto Teams at least one week before the lessons are due to be taught. All foundation subjects, along with science and computing, are planned for on a half termly basis and are adapted if and when necessary following AfL. Maths and English planning is completed on a weekly basis and again, is adapted where necessary to suit the needs of the children.

Lesson planning displays a clear learning objective and vocabulary to be used within that lesson. This vocabulary is used by members of staff within the lesson and by pupils. This is actively encouraged to further children's language development. All planning incorporates a review/recap element in order for children to recall prior learning. Learning activities show clear scaffolding to suit the needs of **all** children within the class; this may be through work, support or outcome. Where a member of support staff is available, their role in **all** parts of the lesson will be clearly defined.

### **Teaching Principles**

Teaching at Oakhill is underpinned by the Rosenshine principles. All lessons have a **clear learning objective** which is shared with children, and units of work have precise knowledge that children will learn. This enables teachers to be rigorous in ensuring that children achieve. All lessons provide time to **review previous learning**; new material is presented in **small steps and modelled** - with **scaffolds** in place to ensure all children can achieve the learning objective; **guided and independent practice** is present and **questioning** is used effectively to check and further learning.

In all lessons, teachers ensure that there is an element of teacher led learning, a time for practising together and a time to practise independently. This ensures that teaching and learning is gradual; allowing children the time to process each new bit of information before moving on. Throughout lessons children are given quality feedback on how to improve their work. We recognise the value of immediate feedback and the impact that this can have on teaching and learning during a lesson. Due to this, at Oakhill, teachers and support staff move around the room during lesson time, working with, and providing support and feedback at the point of teaching. This feedback is specific and clear to ensure that children are able to implement feedback effectively (see feedback policy) Pupils receive regular praise in lessons to foster confidence and to help children to recognise when they do well (see behaviour policy).

### **Questioning**

Questioning is an essential element of teaching and is used to check for understanding and to further learning. Effective questioning is used to probe in more depth, allowing children the time to explain and clarify, whilst checking for understanding. At Oakhill, all staff use open questioning to ascertain what the children know and understand. Through questioning, children are challenged to extend and explain their own answers and the answers of others.

### **Evidence of learning**

We measure the **impact** of our curriculum through a variety of means. The importance of children knowing more and remembering more is essential to learning and therefore we focus much of our evidence of learning upon pupil discussions. Evidence of learning is also shown through book looks and both formal and informal lesson observations, along with teacher discussions which clarify findings and look to improve practice further. Evidence is then connected to provide an overview of the quality of teaching and learning across the curriculum areas.

### **EYFS**

For information relating to teaching and learning in EYFS, please see the EYFS policy.

**Feedback and Assessment** - See policies.

**CPD**

The senior leadership team will provide regular opportunities for staff CPD around teaching and learning. This will be provided through PDM's, INSET days and other opportunities that may arise. This may include, but is not exhaustive to, CPD courses, good practice visits (internally and externally), signposting to up-to-date ideas/advice and guidance around curriculum change. In addition to this, it is expected that staff take responsibility for their own CPD, reflecting on their practice and seeking out opportunities to improve this. All CPD, including that offered through PDM's and INSET days, is logged by staff on their CPD log which is referred to during performance management meetings.

**REVIEW & AMEND AS NECESSARY ANNUALLY – SEPT 2025 (MOST RECENT REVISION SEPT 2024)**