

Oasis Academy Short Heath Teaching and Learning Policy



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Outstanding teaching leads to outstanding learning. It stems from effective lesson design whatever the age of the learner, their level of ability, or the subject, skill or concept being learned.

Our **ethos** will be to fulfil:

- *A passion to include everyone*
- *A desire to treat everyone equally, respecting differences*
- *A commitment to healthy and open relationships*
- *A deep sense of hope that things can change and be transformed*
- *A sense of perseverance to keep going for the long haul*

The **Oasis 9 Habits** run through the Academy.

By learning about what each of these characteristics looks and feels like, we are aiming to ensure that every single person at Oasis Academy Short Heath becomes the very best version of who they can be. This will be a theme that runs through the whole of our curriculum, rather than a standalone piece of learning.

By being the very best version of ourselves that we can be, we expect every person to be able to make a valid contribution to society, know the difference between wrong and right, respect others and their differing beliefs and generally be good citizens in the modern world, with high aspirations for a successful life. There are obvious links with SMSC and British values.



INTRODUCTION

Oasis Academy Short Heath is committed to ensuring that effective teaching promotes effective learning. The Academy has established a curriculum that encompasses both the National Curriculum and the specific needs of each pupil at the academy. The academy consistently evaluated its pupils' needs and creates a timetable that supports pupils' learning requirements. This policy promotes best practice and establishes consistency in Teaching and Learning across the whole academy. It aims to ensure that all children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude

Curriculum Model for Oasis Academy Short Heath

Key Stage	Organisation of learning
Foundation Stage (compiled from revised 2012 EYFS framework)	<p>Educational programmed, activities and experiences for children include:</p> <ul style="list-style-type: none"> • Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

<p>Three characteristics of effective EYFS teaching and learning are:</p> <p>Playing and exploring-</p> <p><i>Children investigate and experience things, and ‘have a go’</i></p> <p>Active learning-</p> <p><i>Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</i></p> <p>Creating and thinking critically-</p> <p><i>Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</i></p>	<ul style="list-style-type: none"> • Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. • Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. • Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. • Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures. • Understanding the world involves getting children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. • Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.
<p>Key Stage 1 & 2</p>	<ul style="list-style-type: none"> • Up to 2 classes in each year group which range from Year 1 to Year 6. • The year groups are of mixed ability except for Maths and English in Year 6. • The Academy follows the DfE National Curriculum. There are schemes of work for all subjects. Teachers plan ½ termly and make cross curricular links through ‘Writing for Real’ • Maths and science stand-alone but where appropriate are integrated into the ‘Writing for Real’ topics. • Intervention programmes run to enable pupils to attain age related levels in the core subjects and address specific learning needs e.g. speech and language.

The Academy curriculum offers all pupils the opportunity to learn and to undertake experiences in a wide variety of activities and to do so with an assurance of success. The curriculum is challenging for pupils at all levels, engages them in the learning process and is delivered with purpose and rigour by the staff.

What Good Teaching & Learning Looks Like

Learning: *any memorable experience which leads children to practise new skills or which commits new knowledge or understanding to memory.*

Teaching: *the range of strategies employed by all teaching staff that facilitate the above experiences and that maximise opportunities for all pupils' academic and personal growth.*

At Oasis Academy Short Heath, we have the following shared expectations:

Teaching:

- Teachers set an inspirational tone to learning and have high expectations of **all** pupils throughout all aspects of the school day. Teachers engage **all** pupils and there is an overriding expectation for **all** pupils to take a full and active part in lessons; teacher modelling of the learning process exemplifies this expectation.
- Teachers facilitate lines of enquiry and challenge that enable pupils to fully use and apply their emerging knowledge, skills and understanding to a range of real contexts.
- Teachers are consistently effective in ensuring that pupils are motivated and enjoy coming to lessons.
- Teachers have strong subject knowledge which enthuses and challenges pupils and contributes to their good progress; teachers evidence creative and innovative approaches in their everyday practice.
- Imaginative use of resources, including new technology, academy grounds and the local community, enhances learning.
- Teaching support staff input is focused and makes significant impact on the quality of learning.
- All pupils are continually encouraged to fully and actively participate in their lessons by promoting strategies linked to engaging them through individual white boards, talk partners and table/group responses.
- The learning environment is stimulating and is fully utilised to engage learners.
- Working walls are fully developed and actively utilised.

Learning and Pupil Progress:

- All pupils quickly acquire new knowledge, develop understanding and are able to learn and practise new skills in a range of real contexts.
- All pupils are keen to do well and apply themselves diligently throughout the lesson, no one is off task
- All pupils work at a brisk pace throughout the lesson
- All pupils are encouraged to take risks, to have a go and to view mistakes as a normal way to learn

- All pupils endeavour to produce their best work; effort and achievement are praised and celebrated

Assessment

We believe assessment should:

- Be embedded in a model of teaching and learning of which it is an essential part
- Involve sharing learning goals and assessment criteria with pupils
- Aim to help pupils know and to recognize the standards they are aiming for
- Involve pupils in self and peer assessment
- Provide developmental feedback
- Be underpinned by a confidence that every pupil can improve
- Involve teacher and pupil reviewing and reflecting on assessment data

Methods to ensure this:

- Pupils receive regular developmental and motivational feedback in a variety of ways to enable them to progress
- Feedback includes quality written comments for age appropriate pupils which recognize the strengths of a piece of work and identify targets for improvement in a constructive, personalized way.
- Pupils are encouraged and able to act upon the advice they are given to improve their performance
- Frequent opportunities are taken within lessons to provide immediate verbal feedback
- Pupils are encouraged to judge the success of their own work and set themselves targets for their own improvement.
- The language and subject progress is shared with pupils
- Pupils are made aware of the criteria for progression between levels and are enabled to interpret these criteria in a meaningful way.
- Pupils are encouraged to critically, but supportively, judge the performance of others within their group
- Levels of work are modelled through display and explanation

The Physical environment

There are positive effects on standards and motivation of pupils associated with the physical environment. Factors include the use of displays, music, the use of resources including ICT, the consideration of pupil groupings in the physical layout of the room.

Teachers are responsible for ensuring classrooms are an exciting, stimulating and welcoming place to be by:

- Arranging furniture and space to create a safe, flexible learning environment including a carpet focus area in EYFS
- Creating a topic focused environment which stimulates interest in the theme of study e.g. wall display, themed book corner or role play area
- Making sure the equipment is labelled and accessible to promote independent learning
- Creating a space for each student; labelling trays and pegs
- Creating a focus area around the board.
- Teaching, and expecting, children to respect and care for their environment

- Ensuring classrooms are tidy and free from clutter to promote a calm, productive learning environment
- Providing an attractive book corner to encourage a love of reading and independent book choice.

Display

The aim of display is to enhance and accelerate learning and to build self-esteem and belonging. We use display to support and reinforce learning. Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning. Each child should have the opportunity to have work displayed in school.

Each class should have:

- English and Maths displays and working walls

Every classroom will have an English and Maths Learning Wall which will contain information to support the children's next steps in their learning as well as examples of the children's work.

A working wall is:	A working wall is not:
Situated close to where the teacher most often teaches A place where children can find key information about their current learning Added to over a series of lessons A place where anyone can make a contribution A storehouse of information and ideas Frequently changed to be current Adapted to suit purpose Age related A place to display targets Explicit acknowledgement of children's contributions A place that has visual impact Confidence building Constantly used and referred to A place for planning / structure of children's work A teaching aid reinforcing teaching points	A display A permanent fixture A receptacle for every bit of information relating to a topic/ series of lessons

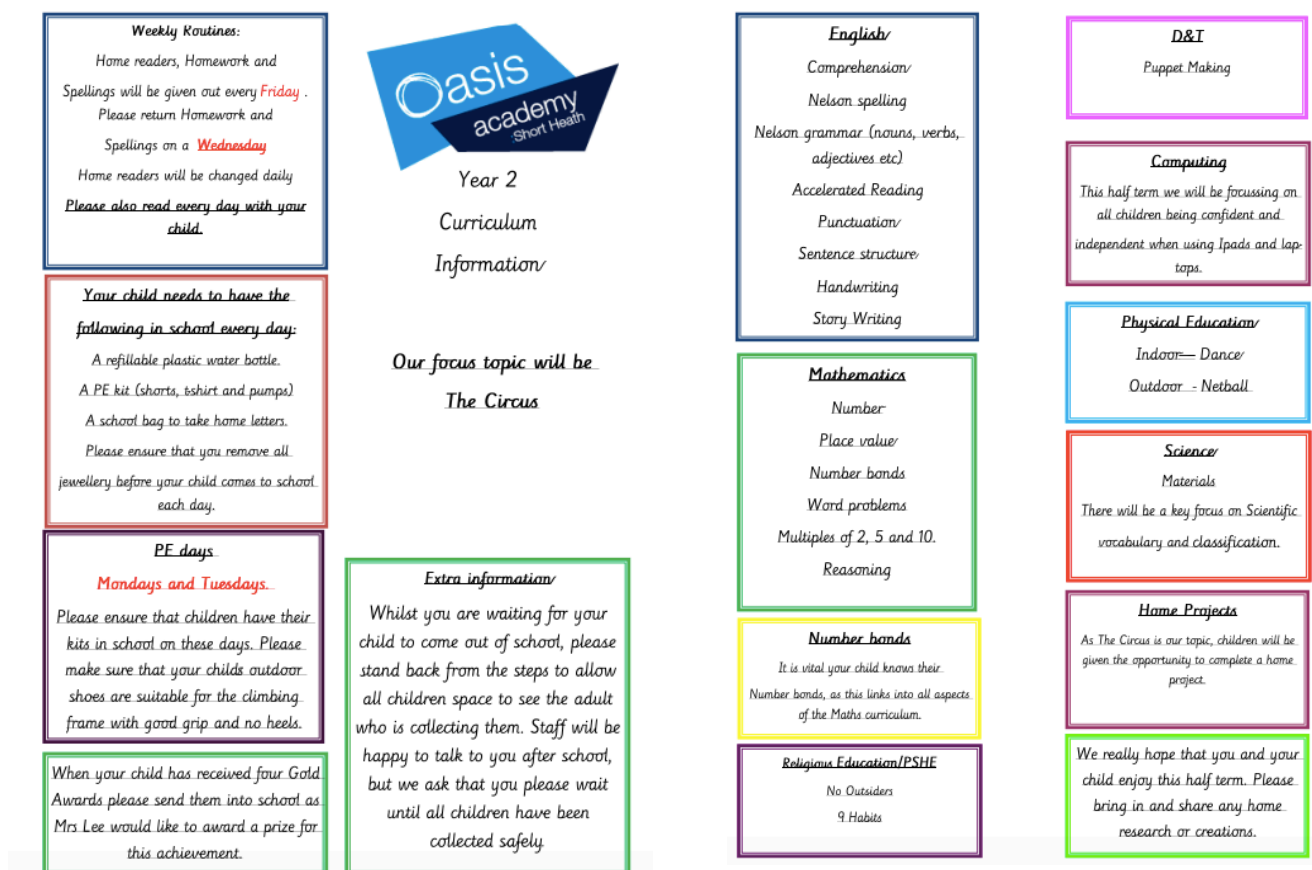
- Class charters relating to Articles (UNICEF Right's and Respecting School)
- Learning tools in the form of key words and questions for Topic/English/Maths, posters, prompts, number lines, spelling aids, punctuation pyramids, word banks etc..
- Behaviour system 'Going for Dojo' on display
- Well-presented displays of high quality children's work that reflects their achievements
- Interactive displays reflecting current topic to promote investigation and curiosity including artefacts



Curriculum 'Writing for Real'

Teachers are responsible for maintaining a very good subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. All adults are expected to be leaders of learning, attending courses, observing good practice, building and disseminating knowledge and best practice. We use the objectives from the National Curriculum and strategies for English and Maths to underpin the taught curriculum '**Writing for Real**'. English is at the heart of our curriculum. Classes have an over-arching topic each half term) which is informed by pupil questions and an enquiry approach. Teachers plan lessons using national frameworks to ensure children receive their entitlement. Teachers may use schemes of work as a starting point, but are expected to add their own creative ideas! Wherever possible, links are made to real life experiences to make the curriculum relevant. Links are made between areas of the curriculum with non-fiction reading and writing being taught through cross curricular links. We aim to make the curriculum reflective of, and responsive to the cultural background of our pupils.

Here is an example of a curriculum map for **KS1**:



Here is an example of a curriculum map for **KS2**:



Curriculum Overview for the Spring Term in Year 5

<u>Subject</u>	<u>Detail</u>
<u>English</u>	Balanced Argument Biography Non-chronological Report Narrative Explanation Text Newspaper Report
<u>Maths</u>	Number/ Place Value Multiplication Tables Shape and Measure Fractions
<u>Science</u>	Circuits Human Body
<u>Computing</u>	Programming Microsoft Programs
<u>Geography</u>	Rivers
<u>Art</u>	Masquerade Masks
<u>PSHE</u>	Nine Habits No Outsiders Relationships
<u>RE</u>	Buddhism Sikhism
<u>PE</u>	Invasion Games/Athletics Badminton/Basketball
<u>French</u>	Food

ocus days

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

uestioning

The use of open and closed questioning is vital to teaching and learning. Questions are used to assess children's starting points, to deepen understanding and to check children's progress.

Questioning should stimulate and encourage the children. The teacher should consider what higher order questions will challenge the children to develop a level of understanding that will allow them to apply their skills in new ways. This means that key higher order questions must be developed early in the planning process, and should not be seen as "special extensions". They are the key questions that will form the core of the learning in a useful lesson. Low-order questioning is used as a starting point for more probing questions.

The teacher will direct questions at individual children, groups or the entire class.