



Ombersley Endowed First School

Teaching for Learning Policy

Mission Statement

At Ombersley Endowed First School we are committed to developing lifelong learners and responsible citizens with a clear vision for their future. Our mission statement is 'Reach for the Stars'. We aim to nurture high aspirations for all pupils regardless of their starting points and barriers to learning.

Teaching for Learning Policy Aims

- To provide a safe, happy, healthy and friendly environment, which enables children to develop their self-esteem and decision making skills enabling them to make a positive contribution to school life and beyond
- To instil a love of learning and promote high expectations, celebrating both success and effort
- To provide an inspiring, fun, engaging curriculum, with both challenge and support, in and beyond the classroom
- To work hand-in-hand with parents/carers and members of the community to maintain and develop a school of which we can all be proud.

This policy is designed to:

- Set out guidelines for the agreed principles and approaches which underpin teaching for learning in our school
- Promote consistency of approach and expectations, continuity and progression in order to improve the quality of teaching for learning
- Recognise, acknowledge and implement the most effective classroom practices, in order to further children's learning intellectually, socially, emotionally and physically.

The policy takes account of:

- The nature of our school community and the context in which teaching for learning takes place
- The collective experience and expertise of both teaching and support staff
- Educational research and knowledge and understanding about children and education.

Our primary aim is to deliver a high quality education to all children by providing teaching that:

- Is relevant to the needs and interests of all children giving them the opportunity to develop self-knowledge and self esteem
- Provide children with the essential basic skills and instils a love of learning
- Promotes high expectations celebrating both success and effort

- Challenges and supports to empower all children including those with special needs and the most able
- Enables children to take ownership of their learning with the confidence to question and be independent

Curriculum:

- Our planned curriculum is based on understanding of how learning takes place and it also promotes the enjoyment of learning both information and skills essential for lifelong learning.
- Key to developments in teaching for learning at OEFS is educational research. To create an optimum learning environment at OEFS we believe that 'relaxed alertness' is the best state for learning in classrooms that provides stimulation and a high level of challenge.
- Learners need to feel a sense of ownership and relevance.
- The motivation to learn is an essential part of the process.
- At OEFS, we have identified the following learning dispositions in order to promote positive learning behaviours when faced with challenge:
 - Keep your head high
 - Don't give up
 - Learn with others
 - Open your eyes to something new
 - Try again
 - Use what's around you
 - Use what you know
 - You've got the power

At OEFS we believe that children learn best when:

- They are made to feel secure and confident
- They are involved in the learning process
- A variety of resources are used
- They are presented with learning tasks that are meaningful, relevant and appropriately matched
- Differentiation is used for purpose
- They are made aware of different learning styles and recognise those with which they feel most comfortable and enabled to learn
- They are skilled at self-assessment
- The classroom environment is extended to include the outdoor learning environment of the school, the immediate locality and the wider, surrounding area

At OEFS we believe that teachers teach most effectively when:

- They feel valued within the school community
- They develop excellent relationships with the individuals in their class
- They ensure the teaching style matches the learning style
- They work as part of a mutually supportive team (whole school and within Key Stage groups)
- They are able to work collaboratively with colleagues, planning and evaluating together
- They feel supported to take risks

- They have access to high quality professional and joint professional development opportunities
- They have regular release time out of the classroom to plan and evaluate the curriculum
- They have good support from additional adults and other agencies
- They are clear about their aims and share them with learners
- Clear boundaries are set
- They have excellent subject knowledge
- They motivate, enthuse and engage learners
- They develop effective relationships with parents
- They have regular constructive dialogue about learning and self-assessment with individual learners
- A positive, purposeful, relaxed working environment is established and maintained

Creating an Effective Learning Environment:

- Welcoming – All areas of the school should be colourful and family friendly to enable children and parents to feel welcome in our school
- Use of space - accessible, labelled resources, outdoor areas used throughout the year
- Use of time – Children and adults are expected to be punctual and to view time as a precious and limited resource which should not be wasted
- Resources – Classrooms should be well equipped with up to date and working technology
- Display – Should be lively, stimulating and exciting. It should reflect a range of learning and should celebrate both the achievement and creativity of all children
- Calm – Classrooms and other learning areas should be calm and learning focused

Learning Environments:

- Learner centred: lessons, smooth and orderly
- Knowledge centred: Thinking classrooms, knowledge rich
- Skills centred: Knowledge delivered and displayed through a skills based curriculum.
- Assessment centred: Meaningful interactions, feedback loops, scaffolding of learning
- Community centred: Links with community, sharing values with home

Non-negotiable elements in Practice for all Year groups:

- School agreed medium term planning proformas are used – available in teacher share.
- Differentiation and lesson structure is appropriately decided according to the planned learning- this may alter on a daily basis depending on AFL
- Range of Teaching Methods used to fit learning purpose
- Variety of Learning Tasks planned
- A range of differentiation strategies are used to enable all learners to succeed
- Pre teaching is used effectively to prepare children for the learning ahead- developing independence
- Range of groupings and whole class used according to learning
- Learning Objectives are Identified & Shared

- WAGOLLS are displayed allowing all children the opportunity to challenge themselves.
- All learning is modelled to pupils with clarity
- Children often create success criteria from the learning objective
- Outdoor Learning (including trips) are an entitlement
- Relevant end products for all learning are planned for and displayed
- Water intake throughout the learning day is encouraged
- 'Curriculum allows scope to ensure all learning is achieved through a meaningful context
- Progression of knowledge and skills underpins our curriculum
- Planned use of thinking maps to structure and guide learning
- Time is given to revisit the learning throughout the lesson preferably in small groups or individually
- Children are actively involved in assessment individually, with peers and with adults
- High expectation of presentation and learning for all children is evident
- Guided Reading sessions take place daily
- Computing is used to enhance learning experiences

EYFS – Specific elements:

- Assessment is used to inform planning on a daily basis
- Carpet sessions are kept to a minimum in both frequency and length
Planned learning delivered inside (the classroom) is replicated outside using a different challenge
- Focus teaching is the key teaching tool which is pupil interest led
- Child initiated play should have limited interruptions
 - Learning is kept fluid without interruption
- Free flow learning takes place inside and outside the classroom.
- Phonics is taught according to which phase children are working within
- Learning is engaging and inviting and allow for open ended learning. (in & out)
- Planned daily opportunities for observations
- Language for learning is used and encouraged
- Vocabulary is modelled and used throughout all activities.
- Environment is a combination of child initiated learning (CP and enhancements) and playful adult led opportunities.
Emphasis on creativity rather than using adult created templates
- Children are given opportunities to rehearse skills previously taught.

Year 1 Specific Elements:

- EYFS model of Continuous provision and focused activities is our pedagogy
- Focus teaching takes place on a daily basis
- TA and Teacher teach the focus groups
- Pre teaching is used effectively to prepare children for the learning ahead-developing independence
- Phonics is taught according to which phase children are working within
- Independent challenges are well planned and resourced on a daily basis – children are expected to complete personal and focus challenges
- Free flow indoors and out

Year 2 and KS2 Specific Elements:

- A mixed pedagogy of whole class and rotation and split lesson teaching is carefully selected according to the planned learning
- Pre teaching is used effectively to prepare children for the learning ahead-developing independence
- Year 2 – conferencing, completion, feedback and superstar challenge time are planned for
- Year 2- Phonics is taught according to which phase children are working within
- Breaking learning down into success criteria will be evident in planning and will be shared in a simpler form with children.
- ‘children generating success criteria’ will be developed over time depending on children’s language capabilities.
- Assessment will be used to inform planning on a daily basis.
- Carpet sessions will be short and differentiated and use appropriate speech and language teaching methods e.g. key visuals, mind mapping,
- Phonics will be taught according to which phase children are working within. This will follow the ‘Floppy Phonics’ scheme where appropriate.
- Children will complete daily focus tasks with a teacher or TA (either 1:1 or in a small group/ whole class).
- Children will complete modelled, well-resourced independent tasks daily.
- Children will access a range of personal challenges which will be child led and encourage talk and collaboration.
- Focus tasks and personal challenges will be both indoors and outdoors where appropriate.
- Plenaries will be used to pre-teach relevant vocabulary for the next day or to discuss misconceptions.

Planning for Effective Teaching for Learning at OEFS Key Stages 1 and 2 – The National Curriculum. How is the curriculum organised?

- Our curriculum has developed from thoughtful reflection about children’s experiences at school, our understanding of how children learn and a desire for children to both enjoy their experience at First school and to feel challenged and excited.
- Children in Years 1 - 4 follow the allocated programmes of study in the National Curriculum.
- At OEFS we have developed our own creative curriculum using the National Curriculum as the foundation. At OEFS we understand that children enjoy learning in different ways and have different strengths. Our curriculum supports the different learning styles and gives value to the full range of National Curriculum Subjects taught. Learning is carefully and effectively sequenced to ensure progression in skills and knowledge -with a focus on engagement.
- OEFS Curriculum:
 - Is coherent – rigorously thought through and constantly evolving
 - Is highly planned – Prescribed Programmes of Study and inter-disciplinary connections
 - Is carefully sequenced
 - Provides a ‘Big Picture’
 - Allows flexibility for teachers to establish meaningful connections

- Enables children to make connections and to have a real say in how and what they learn
 - Places emphasis on children recreating rather than reproducing information
 - Provides balanced coverage – diverse range of contexts from years 1 – 4
 - Provides subject specific teaching (high quality) whilst recognising the links
- Our Long Term Planning consists of the overall allocation of the National Curriculum programmes of Study. Using the 4 stages of 'Engage, Develop, Innovate, Express', Class Teachers develop enquiry based medium term plans using the children's input as a starting point. Our school's individual overview documents (knowledge and skill coverage for each subject within the context) are used to inform medium term plans.

Individual lesson planning:

- Teachers plan collaboratively where possible and then develop lesson designs based on their own class.
- Teachers personalise learning for their class, groups and for individuals.

How is the Curriculum Assessed?

- Our curriculum overview documents as well as individual subject skill progression grids support both planning and assessment in and between learning opportunities.
- Self-assessment drives progress in context for learning. This is in conjunction with key questions generated by pupils at the beginning.
- Teachers feedback to pupils by commenting on what pupils have said and identifying a next step.

How is English Taught?

1. Daily English sessions Year 2 to 4
2. Extended writing opportunities after a genre is taught
3. Daily guided sessions with focus group(s) to be taught
4. Daily phonics sessions (EYFS and KS1)
5. Handwriting and opportunities to develop fine motor skills taught daily (EYFS, KS1)
6. Accuracy sessions focussed on handwriting and spelling regularly and based on need (KS2)
7. A balance of focused tasks, challenges and child initiated activities in EYFS and Year One

How is Maths Taught?

- Daily maths lesson Year 2-4 following the White Rose Maths structure: Fluency, Reasoning, Problem solving for all children. (see calculation policy).
- A balance of focused tasks, challenges and child initiated activities in EYFS and Year One

The Early Years Foundation Stage

The Foundation Stage includes all children in our Pre-School and Reception classes. The Early Years Foundation Stage is the statutory curriculum which is followed by all childcare providers, nursery settings and reception classes. The curriculum is divided into core and specific key areas of learning and development. They are:

The prime areas of learning: • communication and language • physical development
• personal, social and emotional development

The specific areas of learning: • literacy • mathematics • understanding the world • expressive arts and design

The learning characteristics: • playing and exploring • active learning • creating and thinking critically

- Together, these areas of learning make up the skills, knowledge and experiences appropriate for children as they grow, learn and develop.
- At OEFS we strive to ensure that each child's learning and development occur as an outcome of their individual interests and abilities so our planned learning reflects this.
- An EYFS learning journey will be completed for each child.
- Each child will be assessed in relation to the 17 Early Learning Goal descriptors.
- Assessments will be based primarily on observation of daily activities and events.
- For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of the Reception Year (expected) or not yet reaching this level (emerging).
- The completed EYFS Profile must include a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

How is Teaching and Learning Monitored?

- Our school has rigorous systems to monitor the effectiveness of teaching and learning (Lesson observations, Planning scrutiny, Learning scrutiny, learning walks).
- Core subjects planning is monitored regularly by relevant leaders.
- Throughout the year, regular lesson observations, book and lesson plan scrutiny will be carried out by SLT as well as individual subject leaders.
- Individual subject leaders are responsible for having clear and shared intentions for their subject as well as driving improvement.
- The standard of teaching and learning is determined by triangulating lesson observations, book scrutiny findings, pupil voice and pupil progress data.
- Paired Lesson Study may take place to support the teaching for learning. This allows teachers to share and discuss their lessons and takes into account pupils' views of their learning and how they are taught.
- Teachers reflect and build on their ability to engage children through excellent lesson design and to improve teaching for learning.
- Members of the leadership team may drop in to observe lessons and the progress the pupils are making at any point in the school day.

Partnership with Parents, Family learning:

- At OEFS we value the importance of family learning and are committed to support parents and carers to become involved in their own child's learning both at school and at home.
- Home school communication is an essential element of this process and we use the newsletter, workshops, open days and assemblies to encourage parents and carers to get involved in their child's learning as well as utilising Class Dojo to share excellent learning.

Home Learning:

- Home Learning opportunities should be used to engage and enthuse children to learn independently and with their family.

- Home Learning tasks should outline the planned learning intended and give a clear deadline for completion:

Reception: Home reading, phonics, optional topic activities, spelling

Year One: Reading, spelling, topic linked activities

Year Two: Reading, spelling, topic linked activities

Year Three: Reading, spelling, maths, topic linked activities

Year Four: : Reading, spelling, maths, topic linked activities

Non Negotiables Learning Expectations:

- All children will experience a varied pedagogy each week at OEFS. All children will have their specific educational needs recognised and planned for each day.
- All children will be worked with on their writing each week on an individual or small group basis
- All children will be taught maths by their class teacher in a small group at an appropriate level on a daily basis.
- All children will have opportunities for Fluency, Reasoning, Problem solving in maths.
- All children from PS – Year 2 will have high quality independent learning tasks available to them on a daily basis.
- All children will be read with weekly by an adult and fortnightly by their class teacher
- All children from Years 2-4 will have an extended writing opportunity after each genre is taught.
- All children from Year 1-4 will be involved in guided reading on a daily basis
- All children will be given the opportunity to respond to feedback regularly (fix it time)
- All children will be asked to input into planning at the beginning of each new learning journey
- All children will be given an annual opportunity to offer opinions and feedback on their school experience
- All children will be involved in their own target setting and progress discussions with their class Teacher and Teaching Assistants

Behaviour for Learning Expectations:

- All children will be clear about the behaviour policy and their own role and responsibility within this policy
- All children will be able to explain what the 5 school rules are and how they are relevant to their own life and the life of the school
- All children will be verbally rewarded for positive behaviour on a regular basis as well as the Class Dojo system being used
- All children will be expected to take responsibility for their own behaviour
- All children will enjoy challenge and utilise learning dispositions

Home School Communication:

- All Parents/Carers will be invited to a curriculum meeting at the start of each year
- All parents will receive Curriculum Information regularly on the school website and via a termly newsletter
- All children will be given an annual opportunity to offer opinions and feedback on their school experience
- All parents will be invited to attend a class assembly
- All parents will receive a written comment about their children's reading progress weekly

- All homework will be have the clear purpose outlined and communicated to the parents
- All parents will be provided with verbal reports and targets twice a year regarding progress in a wide range of different learning areas
- All parents will receive a written report on their child's progress on an annual basis
- All parents will be entitled to informal meetings regarding their child's progress when requested by them

Learning Experiences:

- Staff will run a lunchtime or after school club for two terms
- All children will have taken part in a concert and stage show by the time they leave
- All children will cook for a real purpose at least twice a year
- All children will have a visit to an animal experience, an historical site/museum, a water based experience (river/canal, lake), art experience (gallery, event, artist), music experience (musician, concert), theatre experience, places of worship from different religions.
- All children will visit a different school
- All children will be given the opportunity to go on a residential trip in Year 4
- All children will have a classical/cultural music experience
- All children will work with an artist and author
- All children will have a walking experience e.g. Bluebell Walk
- All children will utilise the local environment frequently as a learning resource
- All pupils will perform annually in church
- All pupils will begin to learn a foreign language

Learning Environments:

- All children will understand the purpose and or audience of any written piece of work
- All children will have their high quality end product work valued and displayed with a focus on accuracy, imaginative display and pride
- All children will be able to access ongoing learning through a high quality learning journey display
- All Classrooms will have an inspiring, useful book area
- Displays will be changed regularly according to the topics being taught
- The range and quality of pupil's work appropriately reflects the quality and breadth of the curriculum