



OXFORD HOUSE SCHOOL

Teaching and Learning Policy

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Teaching and Learning is the business of the whole school

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Section 1

Aims

At Oxford House School we aim to:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best
- Develop confident, disciplined and enquiring learners, able to make informed choices
- Foster a love of learning
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others
- Facilitate considerate and positive relationships between all members of the school community
- Ensure equal opportunities in relation to gender, race, social class, special needs and beliefs
- Value and respect all cultures
- Provide a safe and happy work place
- Promote a thoughtful attitude towards the immediate and wider environment.

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Section 2

Ethos

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a curriculum, which aims to understand and develop the potential which all children possess and to send them on to senior schools as literate, numerate, well-mannered and happy individuals, taking pride in work and joy in achievement: this will be achieved by:

- Providing a calm, quiet and effective working environment at all times, in which each child can achieve his or her maximum potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the school's Behaviour and Rewards and Sanctions policy.
- Maintaining purposeful and informative planning, record-keeping and assessment documents in line with the school's record keeping and assessment policy statement.
- Effective management of their professional time.
- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks related to the Schools Curriculum programmes of study.
- Valuing and celebrating pupils' success and achievements.
- Reviewing personal and professional development and providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise.

Equal Opportunities

In accordance with the school's Equal Opportunities Policy (see School Policies (Admin) File), all children at Oxford House School must be given full access to the School Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability.

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Section 3

Management of the School Day

Time Allocation

Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Teachers will follow Schemes of Work with reference to whole school planning to ensure that programmes of study are effectively covered.

We are committed to raising standards of Basic Skills at Oxford House School. By Basic Skills, we mean the ability to read, write and speak in English, and to use mathematics and ICT at a level necessary to function and work in society in general.

Teachers will encourage pupils to work within given timescales, and will facilitate the effective use of time through:

- The provision of appropriate resources
- The planning of extension activities, which can be carried out by individuals or groups of pupils.

Classroom Management and Organisation

Management

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to each individual child:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. ability, mixed ability, interest etc)
- One to one teaching
- Collaborative learning in pairs or groups
- Independent learning

All areas of the learning environment will be planned for, including where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

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Behaviour management

As outlined in the Oxford House School Behaviour Policy and Rewards and Sanctions Policy.

Organisation

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

- Suitable resources will be available
- Individual class libraries
- In Nursery areas the Montessori Method is widely used to develop a sensorial approach to learning
- Pupils will be involved in the maintenance and care of all equipment and resources.

Planning

Primary planning centres round each subject's Schemes of Work, and the Oxford House Curriculum Policy.

Termly, weekly and lesson plans are the responsibility of individual teachers, in conjunction with the Headteacher, subject co-ordinators and the Deputy Head.

Differentiation

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Teacher / adult support

Differentiated tasks may be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching.

Record-keeping and assessment

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. Practicalities are detailed in the Assessment, Recording and Reporting Policy

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Screening

- All Nursery pupils will be screened using agreed Internal Report Assessment sheets.
- Reception pupils will be screened for English and Mathematics using the NFER Progress Tests
- Year One, Two, Three, Four and Five children may be screened for Mathematics, English and Reading using the NFER and ISEB Progress Tests.
- Year Six children will be screened for Mathematics, English, Reading and Verbal reasoning using NFER and 11+ practice Tests.

All results from these assessments will be discussed analysed and used to inform future planning.

Monitoring and evaluation

- Pupils work will be monitored and moderated termly in each of the curriculum areas by the Form Teacher or subject teacher.
- Curriculum Co-ordinators will regularly monitor their subject.

Progress

Pupils are monitored to ensure that they are making good progress. At Oxford House we aim for the majority of our pupils to achieve above the national average in English and Mathematics.

We monitor using standardised assessments in order to compare with accepted expectations. The majority of pupils will be working and achieving a year above the National Curriculum expectations.

We can ensure that pupils continue to make good progress by looking at test results as well as teacher evaluations. Standardised scores can be used to make such comparisons.

Should lack of appropriate progress for a particular pupil become a concern, it is discussed in staff meetings and in meetings with the Headteacher and appropriate intervention, strategies, or testing may be recommended.

Teaching strategies

In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies:

- Meetings to initiate contact and a relationship between parent, child and teacher in Reception class or Nursery

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- Provision of an integrated curriculum both inside and outside the classroom where appropriate
 - The development of close links between Nursery 1 and Nursery II
 - The involvement of subject co-ordinators in the development of individual curriculum areas, in order to ensure continuity and progression between Nursery, Reception, Key Stages 1 and 2
 - Teacher observation
 - Discussion and questioning (open and closed as appropriate)
 - Previewing and reviewing work
 - Didactic teaching
 - Interactive teaching
 - Listening
 - Brainstorming
 - Providing opportunities for reflection by pupils
 - Demonstrating high expectations
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- Providing opportunities for repetition / reinforcement
 - Providing encouragement, positive reinforcement and praise
 - Making judgements and responding to individual needs
 - Intervening, as appropriate, in the learning process in order to encourage development
 - Provide all children with opportunities for success
 - Use a range of communication strategies – verbal and non-verbal

Teachers will use a range of strategies in any one session. Activities should show a balance in terms of individual, group and whole class work. Specialist teaching is used – increasing in the junior classes.

Resources (See Resources Management Policy)

Pupils will be taught how to use all resources correctly and safely, with care and respect, and with regard for Health & Safety and waste.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

Section 4

Learning Processes

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes. These include:

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- Investigation
- Experimentation
- Listening
- Observation
- Talking and Discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision making

At Oxford House School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

Learning Styles

The Montessori Method allows children to learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:

- Individual learning / Independent learning
- Collaborative learning in small groups or pairs
- One to one learning with an adult or more able pupil
- Whole class

Review: April 2018

This policy will be reviewed every two years or before if necessary.