Teaching and Learning Handbook

Oak Hill Alderton CE Primary School

In love, we learn, grow and flourish

Let all that you do be done in love. - 1 Corinthians 16:14

Throughout all we do we support all members of Oak Hill to ***learn*** *both inside and outside of the classroom. Our teaching and support allows the children to* ***grow*** *and the support and care helps the children* ***flourish*** *so they are able to live life in all its fullness.*

Purpose of this handbook

This teaching handbook sets our aims and agreed practices within Oak Hill Church of England Primary School. It is clear for everyone and is embedded in everything we do. High quality teaching in every lesson leads to effective learning and ensures all pupils are provided with high quality learning.

Teachers and local advisors have been consulted in creating this handbook ensuring is reflects the expectations for all pupils, created with up-to - date research.

1. Teaching

Lessons are engaging and enjoyable. Teachers teach with enthusiasm and energy. Lessons are planned, taught, supported and assessed to ensure all pupils make the best progress possible.

Teachers and teaching assistants work together to ensure that all children are suitably challenged and supported. Clear instructions and high expectations are shared with all children for both the quality and quantity of the work produced.

Teachers adapt their teaching to support the needs of the children throughout the lessons, even if this requires them to move away from what was originally planned.

Teaching always moves learning forwards. Children should not be doing work that they can already do with ease. All children should be continually challenged.

Plenaries are used to reinforce key aspects of learning, deal with misconceptions, assess progress and prepare for the next steps.

To show the progress that our children make we use Acorn and Oak tasks across our curriculum. These are independent tasks used to assess the children's ability. Acorn tasks are used at the start of a unit of work and provide a baseline. Oak tasks are used at the end of a sequenced series of lessons that takes the Acorn task and improves upon it. There should be progress seen between the Acorn and Oak task that shows the value of the sequential input taught in between.

2. Learning

Children have high expectations of the quality and quantity of their own work. They are keen to learn and are determined to make progress with their learning. Staff and children approach their work with a growth mindset, we are always keen to take on a challenge and are always looking for ways to improve.

Children feel encouraged and confident to share their thoughts and to take risks. Effort is praised just as readily as achievement.

The learning environment

Children's books are used as an important source of evidence of their learning in core subjects and some of the foundation subjects.

<u>Expectations of children's work</u>

- Headers are to use accurate learning objectives
- Every piece of work should be seen by the teacher.
- All work in books indicates if it was supported
- Feedback (including verbal feedback) is to be focused on the next steps as well as celebrating success.
- If written feedback is given that requires a response, the children should respond in purple pen.
- If written feedback is given saying that it will be followed up, it should be followed up and evidenced.
- Not all work needs a written comment, but when given feedback must be constructive and purposeful.
- Regular evidence should be in Maths and English books – dates show how regular (special events such as Harvest, Christmas, Summer concert etc should not dramatically affect this).

This ensures that the children are receiving

- Challenging work
- Teaching that moves their learning forwards
- Constructive feedback to help them continually improve

3. SEND

At Oak Hill, we maintain high expectations for all pupils including those with SEND and those who are vulnerable and are determined that all pupils will achieve well. Through quality first teaching and high quality provision teachers are able to identify those who are falling behind. Although most are able to catch up, children with SEND are at higher risk of

not being successful. Scaffolding, adaptation and explicit instructions are part of daily practice to provide the best possible support for all pupils to counteract this.

To support the pupils with SEND, we use Gloucestershire's Graduated Pathways to structure our work supporting Special Educational Needs and Disabilities.

4. Planning

Oak Hill's Curriculum spreadsheet is used to show our long-term curriculum coverage. When monitoring, school leaders should be able to use this spreadsheet to determine what curriculum areas have been or are planned to be taught when. This helps to plan monitoring of books and Seesaw to look of the evidence of learning.

Planning shows what expectations/opportunities there are for greater depth and challenge to be seen in the children's work. It will also evidence where work is being adapted to suit the needs of all learners including those with SEND.

Teacher's should use their assessment of Acorn tasks to plan their sequence of teaching to improve and prepare the children for their next Oak task.

5. English

5.1. Phonics

At Oak hill we begin our children's passion for reading through phonics lessons. We use Little Wandle to deliver our phonics scheme. This includes daily lessons for Reception and key stage 1 as well as additional lessons for those who need it in KS2.

5.2. Spelling

Spelling is taught discretely from Y1-Y6. In KS1 children are given a list of words to learn linked to the sounds of the phase they are currently working on.

In KS2 children are taught spelling rules weekly. Children are then given a list of words linked to the rules they have been learning and then tested on these the following week. Teachers also ensure good application of spellings through focused marking or verbal feedback of written work.

We expect parents to work in partnership with us and help their children learn their spellings at home so that they can be applied successfully in both tests and written work.

5.3. Writing

At Oak Hill, we follow 'The Write Stuff' scheme established by Jane Considine. This scheme brings clarity to the mechanics of writing through immersion in extraordinary vocabulary and clear and concise systems in which the writer can engage their imagination. In our lessons, the teachers follow a repeated and 'chunked' structure, where they use the three zones of writing to provide a consistent, systematic whole school approach to writing. Each learning chunk encourages **resourcefulness** and **resilience** through 'chotting' (chatting and jotting at the same time) the teacher shares their ideas as well as encouraging the children to share their ideas with the class and add to the bank of words.

5.4. Reading

We continue to foster the children's love of reading through our reading lessons. We teach reading using a whole-school programme called 'Complete Comprehensions'. This programme is designed to support children from their first steps in

comprehension through to secure ownership and confident application of comprehension skills by the end of Year 6. We have visual representations of the reading skills that we teach displayed in every classroom. Explicit teaching of reading takes place 3 times a week and focuses on one reading skill per week. All of the reading skills have high importance, but we give extra time to retrieval and inference. The level of challenge increases throughout the year groups through the complexity of texts being read.

5.5. Assessment

Assessment in English is undertaken in a variety of ways. Teachers make short-term judgements on a daily basis which will then affect their planning of further activities. Termly assessments are carried out in reading and punctuation and grammar through the administration of a formal assessment task. These assessment results will be inputted into the whole school tracker to allow all teachers to monitor progress for every pupil.

Children's writing is moderated through a whole school process. This enables accurate judgements and identification of particular strengths and weaknesses. These will then be used to inform future planning, teaching and learning.

6. Maths

6.1. Lessons

We follow White Rose Education support the delivery of a mastery approach to the teaching and learning of Mathematics in line with the national curriculum. Children at Oak Hill will be confident and enthusiastic mathematicians. Maths lessons at Oak Hill will be varied but will all include a starting activity, teaching input, high quality questioning and activities that provide challenge and progression. During lessons children will work through a 4 part structure of teacher lead in put, fluency questions (Do It), reasoning tasks (Secure it) and problem solving task (Deepen it). Children are encouraged to start at the most appropriate level for them in that particular lesson, which could mean if they show a secure understanding during the teacher lead input they can start on the secure it task. This ensure the children are effectively learning throughout the whole lesson.

6.2. Working Walls

Working walls are important to developing independence in maths and are used by teachers at Oak Hill to ensure that all pupils can access extra support and guidance from varying resources. Working walls are also used to promote and celebrate recent learning by displaying photocopies of pupils' work. These will be updated for each topic but for retrieval purposes key aspects of the previous topic should be displayed.

6.3. Assessment

Teachers make short-term judgements on a daily basis in Maths. Any judgements are made and monitored closely to inform future planning. Acorn and Oak tasks are used to track progress throughout a unit of work. These can be White Rose Education end of unit tests but can also be more creative such as mind maps of everything you know, or a selection of fluency questions. These assessment results will be inputted into the whole school tracker to allow all teachers to monitor progress for every pupil.

7. Science

At Oak Hill we understand the importance of science in every aspect of daily life. We give Science the prominence it requires as a core subject in primary school.

Increasing knowledge and understanding of our world, developing the skills associated with science as a process of enquiry is key as it will develop a natural curiosity of the child about the world around them.
We endeavour to ensure that the science curriculum we provide the children give the confidence and motivation to continue to develop their skills as they move onto the next stage of their education and life experiences.

8. Curriculum and Topics

Using Kapow we deliver a rich and varied curriculum in History, Geography, Art, Design and Technology and French. Allowing learning to be adapted for the mixed age classes. Each driver topic lasts for half a term, within history or geography topics are alternated (3 driver topics per subject per year). Where possible we make cross curricular links. This cross-curricular approach helps to embed the learning but also provides a rich meaningful curriculum.

We have a range of different schemes to teacher the rest of the curriculum including Get Set 4 P.E provide the P.E curriculum, SCARF is used to deliver the PHSE curriculum, Chraranga for Music anduunderstand Christianity and the Gloucestershire agreed syllabus is used to deliver the Religious education curriculum. Roots and Fruits is used to deliver collective worship. Throughout the year additional learning may take place to support children's personal development and take into account current events.

Teachers begin each topic by producing an A4 overview of what they intend to cover. This Topic overview is shared with the parents.

9. Vision and Values

Our Christian values are at the heart of all that we do. The children Learn, Grow and Flourish in all areas of school life, this is shared with the children and celebrated in collective worship.

Each half term we focus on a different value but they are all revisited and discussed throughout the year.

Autumn 1	Friendship and respect
Autumn 2	Compassion
Spring 1	Humility
Spring 2	Integrity
Summer 1	Perseverance
Summer 2	Courage

10. Behaviour

Children are courteous, polite, respectful and proud to represent the school. Within school, though daily worship and the high expectations staff have of the children we promote kindness to all, respect and understanding. Children also understand how taking responsibility for their actions is key to their personal development.

Positive behaviour is rewarded using Dojo Points. These can and should be given as rewards for any positive actions, by any member of staff.

Unwanted behaviour is monitored and the 4 step behaviour plan is followed to ensure the behaviour is highlighted and reflected on to prevent reoccurrences.

11. Classrooms

Classrooms are tidy and arranged to help both teachers and children to achieve. Children have rich and supportive learning environments that help them to believe in themselves. Resources that support learning should be easily available in each necessary learning area. This includes: dictionaries, thesaurus, hundred squares, counting objects, number lines, times tables etc. Working walls are used by the teachers and children to inspire, support and challenge learning. These are interactive and used to move learning forwards. Children and staff take a great pride in their learning environment and in their school.

12. Parental involvement

Parents play a vital role in the school. Staff arrange opportunities for the children to share recent work at least every half term. This may take the form of sharing assemblies as a class or Key Stage or inviting parents in to participate in some work.

Class Dojo is a key tool in parental involvement. Dojo is used regularly to share photos with parents and provide updates on class news as well as whole school events. Messages can be shared with parents individually and Dojo is the first point of contact when dealing with any concerns parents or teacher may have.

In addition to whole school calendar events (Harvest, Nativity etc), parents are also invited to assemblies when teachers have planned for children to share their work.

We use a home – school agreement to outline our expectations of the support from home as well as share our promise of what we will provide the children.

13. Subject Leadership

Subject leaders have an expectation to lead their subjects effectively.

Subject leaders provide leadership and direction for their subjects and ensure they are managed and meet the intent of the subject. Whilst SLT carry overall responsibility for school improvement a subject leader has responsibility for securing high standards. Subject leaders have responsibility for writing action plans and monitoring subjects. Effective monitoring of their subjects helps to ensure this is achieved. Monitoring should be motivating, meaningful and manageable. Monitoring is planned, based upon the current needs of the school. The SDP and SEF are used to strategically plan the timings of monitoring.

Monitoring may include:

- Book looks
- Lesson observations
- Learning walks
- Pupil voice
- Meetings with local advisors
- Moderations

They will be familiar with the National Curriculum Programmes of Study, and have an overview the coverage for the subject for each year. Subject leaders should provide guidance to colleagues, engage with CPD for their subjects, promote the subject and keep staff aware of the most recent updates and good practice.

14. Safeguarding

Safeguarding is everyone's responsibility and all members of staff are held to the same high standards when it comes to safeguarding. All staff members should show a professional curiosity when it comes to safeguarding. Any disclosures are reported and the DSL and DDSL will then agree on a suitable course of action.

Links with other polices:

Professional standards for Teacher - DfE

Behaviour and rewards Handbook

SEND policy

Feedback and Marking Handbook

Safeguarding policy