



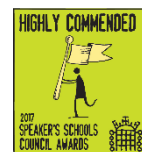
OXFORD DIOCESAN
BOARD OF EDUCATION

TEACHING & LEARNING POLICY

National Support School
designated by



National College for
Teaching & Leadership



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*"Small school, big hearts.
Wise, responsible, kind like the Good Samaritan."*

Our Mission Statement

We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.

Our Vision

Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we would want to be loved is upmost for happy, healthy lives.

Values

Wise - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

Responsible – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

Kind - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

Curriculum Intent

Our curriculum is designed around our Christian values. Each term, we focus on 3 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver knowledge rich, sequential learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.

Providing high quality teaching and learning for each individual is the core purpose of our school. Successful teaching and learning embraces each child, helping them grow into young people who flourish and is the key to our school's success. **It is built upon a firm foundation of caring relationships in which every child feels valued.**

Successful teaching promotes powerful learning and helps to ensure that pupils achieve as well as they can. Effective teaching promotes pupils' spiritual, moral, social and cultural development at every turn. **Character development and well-being are central to our teaching and learning. We know that happy children thrive and learn well.**

Our whole school core values (Wisdom, Kindness and Responsibility) and 3 termly values are threaded through our curriculum. Staff take every opportunity to make links and explore these in order to make them meaningful for children.

The impact of teaching on learning.

Teaching is effective when it leads to successful learning for pupils. Teachers do not teach in any specific way or follow a prescribed methodology. They plan weekly and daily lessons based on their continuous assessment of where children are and need to go next. Medium term plans detail the sequence of learning for each subject which is outlined in a long term curriculum map across the whole school. This ensures challenge and progress. The common features of effective teaching and learning at Buckland are:

Purpose, Expectation, Challenge and Adaptation

Purpose

- Lessons have a clear learning focus expressed as a knowledge objective (KO). Pupils know what they are learning and why.
- Specific success criteria or steps to success are provided (written or verbal) to enable pupils to do well and for them to evaluate themselves and each other against.
- Learning fits within a context and is meaningful. **Learning is scaffolded across a series of lessons and there is a clear outcome.** This allows all children to succeed.
- Children accumulate key knowledge and skills over time – building on what they have learnt before. They are able to talk knowledgeably about their learning.

Expectation

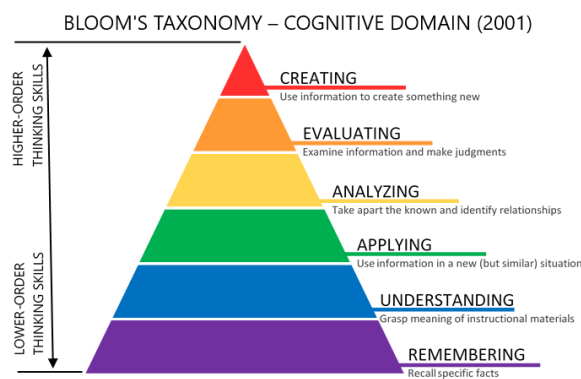
- High expectations of pupils' learning and attitudes are firmly embedded. Pupils show high levels of concentration, they are highly productive and make good gains in their learning.
- Pupils' respond very positively to high expectations. **They take care and pride in their work and excellence is a habit.**
- Children work with independence and initiative. They are curious and encouraged to question, furthering their own learning and **being aware of their strengths and next steps.**

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- Levels of collaboration and co-operation are high. Children are encouraged to support each other and learn together at every turn.

Challenge

- Challenging tasks are planned for all pupils. Pupils' interest is sustained and they make good progress in acquiring knowledge, deepening their understanding and applying skills. **Challenge is provided through the curriculum building in composite steps over time, towards challenging outcomes at the end of sequences of teaching which every child can achieve.**
- We use the Blooms taxonomy in planning sequences of learning whereby knowledge is built first and then applied. (Anderson adapted version)



BLOOM'S TAXONOMY DIGITAL PLANNING VERBS					
REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Copying Defining Finding Locating Quoting Listening Googling Repeating Retrieving Outlining Highlighting Memorizing Networking Searching Identifying Selecting Tabulating Duplicating Matching Bookmarking Bullet-pointing	Annotating Tweeting Associating Tagging Summarizing Relating Categorizing Paraphrasing Predicting Comparing Contrasting Commenting Journaling Interpreting Grouping Inferring Estimating Extending Gathering Exemplifying Expressing	Acting out Articulate Reenact Loading Choosing Determining Displaying Judging Executing Examining Implementing Sketching Experimenting Hacking Interviewing Painting Preparing Playing Integrating Presenting Charting	Calculating Categorizing Breaking Down Correlating Deconstructing Linking Mashing Mind-Mapping Organizing Appraising Advertising Dividing Deducing Distinguishing Illustrating Questioning Structuring Integrating Attributing Estimating Explaining	Arguing Validating Testing Scoring Assessing Criticizing Commenting Debating Defending Detecting Experimenting Grading Hypothesizing Measuring Moderating Posting Predicting Rating Reflecting Reviewing Editorializing	Blogging Building Animating Adapting Collaborating Composing Directing Devising Podcasting Wiki Building Writing Filming Programming Simulating Role Playing Solving Mixing Facilitating Managing Negotiating Leading

- Pupils are not afraid to take risks and have a "can do" attitude.
- **Regular recaps** ensure learning is retained and built upon without overloading working memory. Those children who find this hard are picked up quickly and supported through additional or alternative approaches.

Adaptation (Think 5 a day!)

- Teaching is adapted to meet the needs of individuals with **additional scaffolding** being provided where needed. This is provided both through a 'planned' approach as well as a 'continuous assessment in the lesson' approach.
- **Technology** is used to support access to learning – as a whole class and for individuals.
- We make sure pupils think about their learning and what works best for them – **metacognitive strategies**. We do not **overload** pupils and build learning overtime with constant **recapping**.
- Teachers explain and model new learning using a **I do, we do, you do approach**. **Direct instruction is used so that children learn the powerful knowledge they need to make progress**.
- We use **flexible groupings** so that we can meet children's needs in different lessons at different times. Children are not fixed into groups which become limiting to their self-efficacy.

Other elements of effective teaching and learning that we use are:

Assessment

- Through effective feedback, both verbal and written marking, pupils know how well they are doing and what they need to do to improve.
- Continuous verbal feedback in lessons leads to excellent progress for all.
- Pupils gain skills in assessing and reviewing their own and each other's learning.

Subject knowledge

- Teachers have a strong knowledge of the subjects they teach and know how to teach them. Pupils are inspired and motivated by the teachers' knowledge. Teachers are supported by subject leads in school and across the wider Trust.

Teaching approaches

- Teachers use a range of methods, strategies and techniques skillfully to promote successful learning and to keep pupils engaged. A variety of approaches are used throughout the day to maintain interest and engagement. Teachers consider **subject pedagogy** carefully, knowing that what works well in one subject might not in another.
- Open and closed questioning is used and furthered so that learning can go deeper.
- **Misunderstanding** is corrected quickly and clearly for all.



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- All pupils are kept involved through a **no-hands up approach**.
- Pupils are encouraged to **talk about and explain** their learning at every opportunity. We know this helps them remember and make connections.

Promoting independence

- Teaching and the curriculum successfully promote independent learning. Pupils are able to suggest their own challenges and adapt their learning. Teachers encourage this independent thought.

Pupils with SEND

Pupils with SEND will learn well with all the above in place. Our approach is inclusive and wherever possible additional needs are supported through high quality first teaching. Occasionally, children may receive additional support outside of the classroom, if it best meets their needs and they want to do so.

Promoting SMSC and managing pupils

- Teachers create a classroom climate which is purposeful, learning orientated and has a clear sense of order. **Every individual is valued.** Pupils show high levels of enthusiasm for learning.
- High quality relationships are established based on mutual respect.
- Pupils show consideration for others and respect different cultures and faiths.
- Cooperative and collaborative learning are strong features.
- Any off task behaviour is identified and supported quickly.

Please also see the FLT Trust principles for high quality teaching and learning.