



West Oxford Community Primary School

## **Teaching and Learning**

### Preparing pupils for the future – Growth Mindset

At West Oxford CP School we equip pupils for the future by teaching a Growth Mindset. This is an understanding that success and achievement are determined through a positive attitude and resilience and anyone is capable if they are willing to work hard and accept that mistakes are part of our learning journey. At our school, pupils do not define intelligence and success as something you are given or born with but as something that is gained through effort and a willingness to be open to experiences and view opportunities positively.

### Climate for Learning

In order for pupils to learn, and teachers to teach effectively, there is a priority on the Climate for Learning in all classrooms. This is through high expectations set by the teacher and pupils at the start of the academic year and displayed in a Class Charter that everyone signs. Teachers work on ensuring that expectations are consistent and pupils know what is expected of them at all times. There is a high level of respect in our classrooms and when an individual is speaking all pupils and teachers are expected to show they are listening through ‘tracking the speaker’. Pupils understand that everyone’s voice should be heard and therefore anyone may be called to answer a question or give their view and mistakes or incorrect answers are part of our learning. Pupils’ time at school is valuable and therefore we maximise every minute of the school day, moving efficiently in to lessons after breaks and getting straight back into the learning. Teachers are expected to narrate the positive in their lessons and model having a growth mind set in order to create a nurturing and safe learning environment for all pupils to develop.

### Targets

Pupils are encouraged to take responsibility for their learning and understand that learning is not simply being fed information but is a process that they are an active participant of. Teachers share targets with pupils and pupils are encouraged to reflect on them and think about what they have achieved and what they still need to work on. The management of this process varies depending on the age of pupils but all pupils are able to reflect on their learning journey with their peers and teachers.

### Marking and Feedback

There is a clear marking and feedback policy at West Oxford CP School, which can also be viewed on our website. This is child friendly and displayed in all classrooms. Through the use of colour and symbols, pupils are able to clearly identify if they have achieved the Learning Objective of the lesson and what they need to work on to improve. Pupils are often given a target relating to the learning objective, or a question to encourage them to reflect or develop further. Teachers mark during the

lesson, or soon afterwards, so that pupils can respond as soon as possible. Every lesson begins with a review of marking and previous learning through 'Check Back Time', where pupils check their teacher's marking and respond to it in blue pen. Pupils have regular opportunities to mark their own or their peers' work through a guided approach by the teacher and use a purple pen for this process. Alongside the marking of work, there is constant verbal feedback from teachers and pupils throughout the lesson and linked to targets. Teachers will use 'mini plenaries' where they pause the practice and address misconceptions identified in the lesson quickly and ensure all pupils are secure with the learning. Other opportunities are given for verbal feedback from pupils through various strategies to ensure that pupils understand that it is not simply what the teachers say that matters and helps others to learn.

### Presentation

There is a clear Presentation Policy for Key Stage 1 and Key Stage 2, which can also be viewed on our website. This is of a high standard and ensures that pupils know what is expected of them and encourages pupils to take pride in their work and feel proud of their school books.

### Pace

Teachers plan lessons with consideration of pace and depth of learning, balancing these two priorities to ensure that lessons are at a pace that keeps pupils challenged and enthused, whilst taking time to go into greater depth when appropriate. Teachers plan their lessons in six parts to ensure that each element of a strong lesson is covered and there are regular opportunities for pupil talk. Teachers also use strategies that 'create the illusion of pace' to excite and motivate pupils.

### Core subjects

The core subjects of Maths and English are taught in the morning and the other subjects in the afternoons. We use Power of Reading from clpe <https://www.clpe.org.uk/powerofreading> where we teach reading, writing and speaking and listening objectives through a high quality, age appropriate core text to enthuse pupils and give them a clear context for their learning. These cover the different genres and come from a range of countries and cultures. Grammar is a key focus within all English lessons and is embedded within the teaching, rather than stand-alone lessons, this ensures that it has meaning and relevance for pupils. Teachers plan Maths using objectives from the White Rose Maths Hub <http://whiterosemathshub.co.uk/> and place emphasis on the use of 'concrete' resources and pupil talk. Pupils develop their Reasoning and Problem Solving skills after grasping concepts through Fluency practice and partner work is encouraged.

### Other subjects

Music: At West Oxford CP School we are fortunate to have a Music specialist who delivers high quality music lessons, as well as a weekly singing assembly.

Sport: We have Ignite sports coaches for one PE session per week, with the class teacher delivering the other.

Art: We have a lead Art Teacher who supports teachers in planning lessons around the term's Topic and developing pupils' skills and techniques, this work is displayed around the school and in our annual Art Exhibition, open to the community.

History and Geography: Each year group has Topics throughout the academic year and trips are planned around these to broaden pupils' experiences.

Science and Computing: These are taught in stand-alone lessons in order to cover the skills and knowledge of these key subjects. We focus on the Enquiry and Investigation skills in Science through all of the Science topics and these are celebrated in Science Week each year. Computing has a key focus on e- safety and we use the Rising Star programme to support the Computing Curriculum <https://www.risingstars-uk.com/Series/Switched-On-Computing> .

Languages: We currently have Latin, Italian and Japanese taught at our school with different year groups having the opportunity to learn a different language.

Personal, social and health education (PSHE): This is delivered through stand-alone lessons, as well as regular class discussions or circle time, and it is within these lessons and pupils' Religious education (RE) lessons that we refer to the British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and those without faith. These are also referred to in other lessons, for example when reading texts from other cultures or learning about the past or other countries in Topic lessons.