



Our children leave Mile Oak thinking big with no limit on their potential. The school family works together to inspire and support every child. They learn and achieve through inspirational teaching in a lively, ambitious environment. Every child is nurtured to gain the creativity, responsibility and full breadth of skills required to take an active and fulfilling role in society.

Mile Oak Primary School:

Teaching and Learning Policy

Date	July 2025
Review Date	July 2027

Vision:

At Mile Oak we believe in inspiring every child to become a confident, responsible, motivated lifelong learner. Through high-quality, effective teaching using effective Assessment for Learning strategies, we will provide an inclusive, creative and stimulating environment enabling all children to achieve their best each and every day. All members of the school community will be enthusiastic and reflective, feel valued and form positive relationships with each other. All parents will feel welcome, involved and proud of their children's and school's achievements.

Aims:

We believe that high-quality and effective teaching learning is when all children have clear direction and are praised for all the good things that they do. Children should be actively involved in their learning at a level to match their learning needs and be challenged when they are working in an environment which is safe, caring, supportive and stimulating.

This policy has been developed and shared with a range of stakeholders and reflects the current good practice in the school. The school uses educational research and evidence to inform decisions about which systems and strategies to adopt. Alongside this is a robust review process to ensure that they continue to support and promote pupil outcomes.

The school is very conscious of staff workload and well-being and uses a range of strategies to support staff to effectively carry out this policy.

This policy is a working document that is supported by other key policies, which include the Behaviour Policy, Assessment Policy, Feedback for Learning, EYFS and all curriculum policies.

Key Principles:

Formative Assessment - Assessment for Learning:

The effective use of Assessment for Learning (AfL) strategies is at the core of Teaching and Learning at Mile Oak. AfL strategies are used by teachers to inform what happens immediately within lessons in order to address misconceptions as they arise and to deepen understanding. It requires pupils to be actively involved in their learning. The underlying principles are based on teachers creating a learning culture where pupils and teachers have a belief that all can succeed.

Strategies include:

- involving pupils at the planning stage;
- Whole/class/small group/paired discussion;
- clear learning intentions;
- co-constructed success criteria;
- effective questioning; □ self and teacher feedback
- Lesson summaries- where learning is summarised and reflected upon;
- Diagnostic questioning;
- Concept cartoons
- Active assessment

These strategies are explained in more detail within this policy.

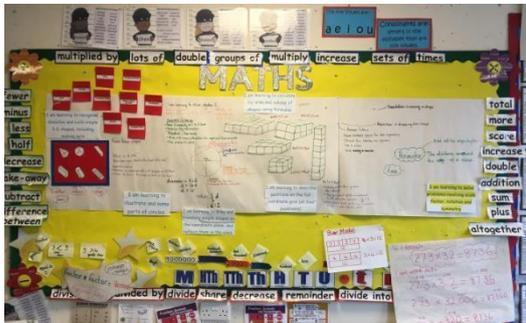
Learning Environment:

Aim: To ensure consistency in learning environments across the school and to maintain high standards, whilst also allowing scope for individual creativity.

Teachers develop and encourage pupils to maintain a safe, organised and inspiring classroom that promotes an independent and diverse learning environment, where children can develop behaviour for learning skills.

Each class will have the following on display (Non-Negotiables):

- Working Walls for Maths and English (Ensure this is how they are titled)



Maths Working Wall *Writing Working Wall* ➤ Reading Display Area:

- Clear identification of the current reading book
- Display of recommended reads



Topic Display (History/Geography):

- Pupils Work
- Key Vocabulary
- Questions/Interactivity



- Writing Non-Negotiables

- Toolkit (EYFS + Y1)

- Handwriting (Cursive)

- Grammar- Punctuation/Spelling (inc Word Lists) Display

- Examples of modelled adult handwriting

- World Map

- Science
- Accessible Maths resources

Around the School (Corridors and Halls):

- All curriculum areas represented
- Transfer in-class displays to the corridors
- Ensure they celebrate children's work (at all stages of development) and contain questions/interactivity.

Curriculum and Planning:

Curriculum

The curriculum at Mile Oak Primary School is broad, balanced creative and inclusive. Our year group curriculum maps are designed to provide full coverage of the National Curriculum and reflect the context of our school. Each year group follows overarching topics which are based on cross-curricular links with an emphasis on accumulating progressive skills and knowledge. These maps ensure that teachers design learning to be coherent and challenging, ensuring that all children make excellent progress and achieve well. Teachers skilfully plan to support and challenge children to develop a depth of understanding in all areas. Assessment is embedded into the teaching and learning cycle to ensure that learning is pitched accurately and that both individual pupils and pupil groups make good or better progress.

Designing Lessons

At Mile Oak we design lessons based on the needs of our children which are identified in our robust assessment system. Planning is clear, concise and teachers and support staff adapt these during sessions to maximise the impact on pupils' learning.

The following points support teachers in effective lesson design:

- Lesson design is a collaborative process with teachers and support staff working together.
- Planning is to be shared with support staff working with the children.

All planning will include:

- Learning Intentions in the form of an 'I Can' statement and link to a relevant target from the target sheet. These should be referred to throughout the session
- Success criteria so that children know what they need to do to achieve well.
- Scaffold and challenge (including Greater Depth- Flamingo Challenges)
- Opportunities for self and peer assessment
- Retrieval practice

- A clear sequence of learning. This should be within the lesson and across lessons
- Clear vocabulary to be taught and used
- Inclusion of tier 2 vocabulary progression
- Time for the children to reflect, edit and improve their work
- Clear progression across a lesson, unit, year group and key stage
- Maximum opportunity for all children to be active in their learning
- Clear direction for support staff
- Key questions to elicit understanding and challenge children further
- A purposeful plenary which summarises the learning from the lesson

Learning Intentions:

A Learning Intention is a statement which describes what the teacher wants the pupils to know, understand and be able to do as a result of the learning and teaching activities. It emphasises what the pupils will '*learn*' rather than what they will '*do*'. Learning Intentions should be shared with pupils at the appropriate point in every lesson, be child friendly and referred to throughout the learning. Activities planned must be linked directly to the Learning Intention and be informed by the relevant year group objectives from the National Curriculum.

- They can be skills (open) or knowledge (closed) based
- These learning intentions should be drawn from the target sheets and National Curriculum
- Opportunities should be planned for cross-curricular learning to enable skills learnt to be transferable e.g. 'I can identify the value of a digit'
- Learning Intentions are supported by Success Criteria

Success Criteria:

Success Criteria enable pupils to identify success, reflect on progress and inform their next steps. This allows pupils to be clear about where improvements could be made. For maximum impact, Success Criteria need to be:

- Linked with key skills/knowledge outlined in the Learning Intention
- Known by teachers first
- Visible to children and support staff
- Co-constructed with pupils (where appropriate)
- Constantly referred to, where appropriate, in whole, class mini and group plenaries
- Used for ongoing self, peer and teacher assessment

Teaching Strategies:

Teaching and learning at Mile Oak includes a variety of whole class, group, paired, independent and one-to-one experiences. This allows for flexibility and adaptability to the needs of learners and encourages pupils to be more engaged and active in their learning. Teachers adopt different teaching styles to effectively assess and monitor children's progress, using assessment for learning strategies, so that they can progress children's learning both immediately, within individual lessons and over time. These should include the use of:

- Learning Partners – pupils are selected to work collaboratively with each other – these partnerships encourage cooperation. These pairs are selected to maximise the impact on learning and are changed as necessary
- Purposeful discussion time between pupils and a focus on modelling the effective use of language
- A visualiser to share examples, model peer and self-assessment and highlight common misconceptions
- Ideas and activities regularly move from teacher to children and back again (Ping-Pong)
- Effective targeted questioning
- Assessment for learning opportunities:
 - Thumbs up/ down to show agreement/ understanding
 - Purposeful selection of pupils to share ideas – cold-calling
 - Live/helicopter marking during the lesson
- Use of mini-whiteboards and dictionaries/thesauruses as learning resources
- Drama/role play/ hot-seating
- Use of reasoning activities
- Use of STEM Sentences to support the children to communicate in complete sentences
- Pre-teaching
- Same day interventions
- Effective use of other adults:

- Working with different groups of children
- Encouraging support and independence (Scaffolding)

➤ Mini –stops and plenaries used to:

- refocus pupils,
- refer to the Learning Intention and Success Criteria ,
- share and collect ideas (opportunity for magpie-ing)
- make self/peer/teacher assessments
- make improvements

Scaffold and challenge:

Teachers have high expectations and provide well-crafted lessons so that all members of the class are challenged and are able to make progress and develop to their full potential. In addition to the strategies listed above we incorporate:

- Flexible groupings which will be used for all subjects and when appropriate they will be grouped for guided input from an adult or for the purposes of resources (Splinter Groups)
- Scaffolding of learning takes place in a variety of forms to support individual children's learning: Adult support, resources (including word banks, writing frames, concrete manipulatives), the learning environment, fading, pre-teaching, and sentence starters
- Use of parallel inputs.
- Ensuring all children are challenged through well-pitched content and the use of Flamingo challenges.
- Mastery approach and Planning for Progression - means giving children, of all attainment, the opportunity for fluency, application in different contexts and reasoning at every stage of their learning.
- Post-it targets in the children's books

Active Learning:

At Mile Oak, we strongly believe that learning should be an active, not a passive, experience for the children. All learning should be a process, which involves children being able to think, create and solve problems.

We look to ensure learning is active through:

- The use of Learning Partners
- Use of mini-whiteboards
- Peer and Self-assessment
- Brain Breaks
- Practical learning experiences
- Finding opportunities for Outdoor Learning.
- Having a Topic 'Hook' and a Finish
- Appropriate learning resources that the children can easily and independently access
- Creating an environment that encourages children and staff to have a Growth Mindset-willing to take risks with their learning and celebrating mistakes as essential to all learning.

Outdoor Learning:

The outdoor environment provides a unique context for learning. It also gives staff and children many opportunities to expand the scope and freedom of learning in ways that is not possible indoors.

In EYFS, the outdoor learning environment is as important as the indoor. It is a statutory part of the foundation stage curriculum. Each week outdoor learning opportunities are carefully planned so that there are a range of activities and provision that complement and extend the current topics and themes.

For the rest of the school, planning will identify outdoor learning opportunities. Teachers and teaching assistants will take groups and whole classes into the school grounds or to places within the immediate local area to make learning meaningful, relevant and fun. The playground and school grounds will continue to be developed to maximise the power of outdoor learning.

We incorporate timetabled sessions for all children to learn in the living classroom with our living classroom co-ordinator.

Health and safety issues will always be considered carefully in advance. Appropriate risk assessments will be completed as part of the planning for example, in the pond area, eco garden, forest school, science bus, living classroom and school.

Intervention

We use intervention effectively to ensure that children can '*Keep up and not catch up*'. All pupils are provided with timely, effective intervention in the form of a same day intervention. This ensures that children are immediately provided with the support needed to start the next lesson in line with their peers.

Throughout the lesson, teachers use AfL strategies effectively to identify children who will benefit from further support. This could be through:

- Challenging misconceptions
- Providing further practice to develop fluency
- Providing further challenge
- Pre-teaching to ensure children have the critical prior knowledge from which to move forwards from.

Regular Intervention

Same day intervention should span the attainment range. If a child is identified as needing intervention regularly (more than twice a week, every week) they will be provided with an ongoing intervention within the school. In this case, the parents of that child will be notified.

Monitoring

Monitoring take places by a range of stakeholders to ensure consistency in our approach to Teaching and Learning.

The Role of Senior Leadership Team, Middle Leaders and Subject Leaders:

Monitoring is carried out by:

1. Performance Appraisal Reviews
2. Learning Walks and Reviews
3. Book Looks
4. Planning Scrutiny
5. Pupil Progress Meetings
6. Subject Leader led reviews
7. Annual School Data Review
8. Pupil Conferencing

The Role of the Governing Body:

The governing body conducts a regular teaching and learning committee meeting and regular governor monitoring visits including learning walks, pupil conferencing, book looks and interviews with teaching staff. In addition, the governors receive:

Pupil Progress and Attainment Data Review and annual reports including Pupil Premium Strategy, Sports Premium and SEND Reports (Annual)

1. Performance Management Report (Annual)
2. Headteacher's Report (Termly) including updates on the Ofsted Inspection Framework Strands 3. Middle and Subject Leader Reports.

An effective Monitoring and Evaluating schedule ensures the School Leadership team and the Governing Body will have a clear overview of the schools strengths and areas for development.