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and
engagement

The Oasis Shirley Park Way
What are the conditions for excellent
learning?

Pace

Planning for
progression and
consolidation of
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modelling of
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Enthusiasm and Engagement

Our values: Adults as role models in the school; use of positive language, showing that they enjoy their job, smiling. Adults having presence in the classroom. Children engaged in purposeful conversation. Children showing their enjoyment, engagement and productivity. Secure relationships and trust between adults and children, and children and children. Adults and children showing resilience in a challenge. Effective use of clear reward systems

Effective planning of an engaging curriculum: Teachers knowing the children; their interests and their potential, and planning based on this knowledge. Planning a range of topics with a range of resources to interest a variety of learners. Planning WOW entry and exit points for topics. Going on interesting trips and having visitors into school. Planning that incorporates outdoor learning and other learning spaces apart from the classroom.

Routines

Children know what will happen each day through early morning discussion of the visual timetable. The timetable is structured, but flexible according to the needs of the day. Children have a predictable start and end to each day. Consistently high expectations of behaviour for each part of the school day. Effective transitions between episodes of learning such as 1,2,3. Children know how to line up properly.

Children know what will happen from year to year, through summer home packs and consistency of curriculum approach such as peer massage.

Children know where resources are kept and how to access them; monitors appointed to help with organisation of resources.

Pupil talk

We believe that the children should talk more in lessons than the adult. There are consistent expectations and clear modelling about effective partner and group talk in lessons. We use a range of 'talking' activities in lessons, such as talk for writing. In EYFS children are encouraged to talk through their play and are often set talk homework to encourage conversation about their learning at home.

We use talk partners that change regularly to enable children to spend time learning with all children in their class. Our mantra is ... every question should be answered by every child. Oracy (the use of spoken language) precedes all other learning which is why we have it as a focus in our school. Children practise partner reading in which they listen, read and summarise a text with their talk partner.

Children are encouraged to share their ideas and questions across the curriculum, but especially in sessions such as P4C (Philosophy for Children). In P4C, the children's ideas lead the lesson. Their contributions are celebrated on working walls and displays.

Children often work in groups to ensure that they can talk through their learning. Children present to parents in assemblies and special Oasis Hub events.

Inclusivity

Planning takes into account the needs of all children, so that all can access the curriculum. This includes children with special educational needs, disadvantaged children and children with English as an additional language and takes into account theory on different learning styles. Planning is pitched, and differentiated resources provided, so that children have scaffolding and support when needed and are challenged when appropriate. We emphasise key language through display and visual prompts to help children anchor their learning. Groupings within the classroom are flexible according to need.

Humanities lessons are inclusive in their nature to celebrate and learn about the many cultures and interests of our children. Parents are involved as much as possible through workshops, our website information and as volunteers. We work where possible with individuals and groups from the local community.

Children are active participants in their learning through inclusive pedagogical strategies, such as talk partners and random response.

Pace

We ensure that little time is wasted in the classroom; this does not mean we rush, but it means that all children are active all of the time and that the children are working as hard/ talking as much as the adults. It also means that lessons are well-planned and structured logically, often chunked into sequences of shorter activities to aid engagement.

Adults regularly check for understanding, through observation and questioning, to ensure that children get the support and challenge they may require.

Classroom environment

We wish to build children's independence and self-reliance. Having independent access to resources in the classroom is a key part of this. Stored resources are labelled clearly, with words and pictures if necessary, and kept in the same place consistently in a child-friendly way. Adults set out lesson resources in advance or monitors organise this at the start of each session. Class monitors know their responsibilities in the classroom and complete their tasks without prompting. Children are then ready to learn quickly.

Classrooms are bright and colourful, but displays and visible resources are streamlined to help children with their current learning and to celebrate their previous endeavours.

Effective Questioning

Adults plan open questions to promote high quality discussion and higher order thinking according to Bloom's taxonomy and the 4Cs of P4C – constructive, creative, collaborative and caring thinking. Questions are used to provoke and challenge.

Adults plan to use targeted questions, pitched at different levels, so that all children have the chance to succeed in question and answer sessions.

Adults plan to use a variety of feedback techniques so that every question is answered by every child ... thinking time, whiteboards, talk partners, choral response etc.
When marking work, or discussing work verbally, adults will prompt the next step in learning with a suitable question. This is called purple pen response.

Clear modelling of methods and expected behaviours

Each class has a charter of expectations of children and adults which describe our values of honesty, kindness, patience, perseverance, self control and happiness. Our Golden Rules link to these themes. Adults notice when children exhibit our values and will mark this with the awarding of a golden ticket. Adults are consistent in their application of our sanctions and rewards.

Older children are role models to others. We have Year 2 and Year 6 play leaders, justice leaders and school prefects.

Adults are encouraged to be reflective practitioners and resilient in the face of challenge. Peer coaching and mentoring are ways to facilitate reflective practice.

Primary Leadership Team and Curriculum Leaders conduct learning walks to ensure that children's behaviour for learning meets our expectations and to support where this is not the case.

In every lesson adults will model the activity first, to ensure that all children know what is expected of them. This is called 'thinking aloud'. Any resources created will then be added to the working wall for ready reference.

Please consult our [Behaviour Policy](#) for more details.

Planning for progression and consolidation of skills and knowledge

Planning: Curriculum Leaders have a clear picture of the progression in skills and knowledge in their subject area across the Primary phase, from Nursery to Year 6. Class teachers use these to create their long term plan for the year, a medium term plan for the term and a short term plan for the week, ensuring that all learning fits into a progressive pattern. This planning is flexible; best practice is that it is reflected upon on a daily basis, and adapted, according to the needs of the children in the class. Adults plan for plenary activities at relevant points in lessons to give children the chance to reflect on their learning so far. They also plan to ensure that all children can make progress from their starting points in a learning episode, taking into account their current attainment and need, and ensure there are clear links from one episode to the next.

Teaching: Adults use a wide range of assessment for learning techniques which help children to know where they are, what they need to do to move to the next stage and what habits they need to persevere to do this. Our main point of reference for effective assessment for learning techniques is Shirley Clark, 'Active Learning through Formative Assessment'.