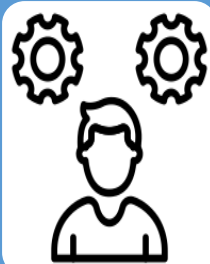


Principles of Teaching and Learning at OJS

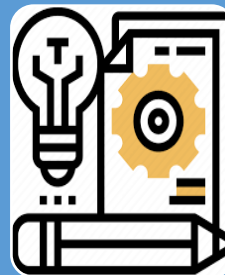
Our Culture

Child centred, inclusive and innovative, positive and safe climate, active and engaged, ambitious and curious, extends beyond the classroom, Curriculum vision, OJS values, SMSC, British Values, independent learners, Pupil voice groups.



High expectations of Learning Behaviour

- Clear routines and effective classroom management
- Consistent application of behaviour policy
- Reinforcing effort and providing recognition
- Learning and Teaching assistants are active within the lesson
- Pupils are independent and enterprising learners
- Pupils collaborate positively and effectively
- Pupils can concentrate on learning, free from distraction



Adaptive Teaching

- Accessible for all through support and scaffolds
- Pre and post teaching based on assessment
- Pitch high every lesson - there is no ceiling on pupils learning
- Adapts teaching as needs emerge
- Employ dual coding as learning strategy
- Pupils are challenged to exceed expectation
- Small steps to reduce cognitive load



Quality of Instruction

- Interesting and fun topics are planned for and delivered through clear learning objectives
- Task design is inclusive and innovative facilitating active learning to develop lively, enquiring minds. Opportunities are given to pupils to record and communicate their learning in a variety of ways.
- Highly effective explanations using ambitious key vocabulary
- New knowledge is founded upon old knowledge and learning is recapped at the start of each lesson
- Teachers model excellence and how to achieve it so that pupils quickly grasp key ideas and know what they are learning and what success looks like (WAGOLL)



The Learning Environment

- Display guidance is followed by all staff
- Handwriting and presentation guidance is followed by all pupils.
- Promote and uphold the highest standards of literacy when speaking with pupils
- Displays are interactive and used to support and celebrate learning.
- High quality resources are used which bring learning to life.
- Consider how iPads may be used to enhance learning, promote curiosity, engagement, ambition and creativity
- Educational visits to create the WOW moments.



Knowing & Remembering More

- Interleaving: explicit links to cross-curricular concepts and knowledge through wider and extra-curricular opportunities, British Values, SMSC
- Spacing: pupils revisit learning objectives and key vocabulary in a way which promotes long term memory - quizzes, what do we know now that we didn't know yesterday?
- Misconceptions are planned for and gaps in knowledge addressed
- All pupils are engaged in thinking about key learning through high quality questioning.
- Pupils record and communicate their learning in a variety of ways.



Effective Assessment and Feedback

- Marking and feedback policy is followed by both teachers and pupils.
- Misconceptions are planned for and addressed
- Live verbal feedback and live marking to maximise learning
- Formative assessment is embedded throughout a lesson
- Peer assessment and self-assessment
- Comments are specific, accurate and clear
- Pupils have time to reflect and act upon feedback and are supported where necessary.