

The Oakwood Primary Academy's Provision for All



This table and the information therein represent our school's collaborative definition of high-quality teaching for all pupils. This was collectively defined through open discussions with parents/carers, students and staff – November 2021.

Theme	Descriptors
Learning is Intentional and Progressive	<ul style="list-style-type: none"> • Considered thought is given to establish links across the curriculum. • A variety of questioning strategies are used to draw out learning from the children and make links to prior knowledge. • 'Talk for Learning' helps children to share their ideas and check their own understanding. • Every lesson begins with a clearly defined learning objective which is shared with the children. Key vocabulary is displayed and accessible for all children. • Regular feedback is given both verbally and in written form in line with our feedback and marking policy. Green pens are used to highlight successes with pink pens used to indicate ways forward. Regular assessments are carried out in order to track children's progress and provide support.
The learning environment is supportive and dynamic	<ul style="list-style-type: none"> • Good examples and methods of working are provided on washing lines and working walls and are displayed for all children to use, to support their learning. • Reading corners or displays are designed to extend understanding and engagement with reading. • Every day children have open access to the library. • Technology tools are used to develop computer science skills, extend curriculum learning and promote independence. • A range of resources are available to all children in order to scaffold their learning.
We believe learning happens in the community and through collaboration	<ul style="list-style-type: none"> • Alongside regular homework to embed learning skills, children and families are offered creative home learning opportunities that extend their understanding of the curriculum. The homework policy was constructed in collaboration with parents. • The nurture provision plays a key role in supporting children across the school. • All staff work together to ensure the best outcome for the children, both educationally and emotionally. • Opportunities are provided for children to have their voice heard in school. This can be through pupil voice surveys

	and school ambassadors who meet regularly and share ideas raised by their peers.
Learner development is extended through additional opportunities	<ul style="list-style-type: none"> • A variety of enrichment opportunities are available to all children. These include in-school events, visitors and school trips. These are intended to build upon the curriculum. • A range of after school activities are available to children in all year groups. • Children are encouraged to take on additional roles and responsibilities in class and around the school.
Communication, interaction and relationships	<ul style="list-style-type: none"> • Successes are recognised in the form of class merits and awards and children are celebrated in a weekly whole school assembly. This focuses on both academic and personal achievements. • Our behaviour policy is built around our four core values of 'Knowledge, Equality, Determination and Achievement' as well as our school vision of 'Being Better Every Day'. We promote a positive and reflective culture in school where restorative conversations are held, to enable children to make good choices. • Respectful language is modelled and encouraged by all staff. This is reinforced by one of our school rules 'Treat others as you would wish to be treated'. • We provide for children's physical and emotional needs and place a strong emphasis on wellbeing.

Our stakeholders also identified a number of areas of provision where they would encourage us to continue our developments:

- When incidents occur requiring a consequence, this needs to happen on the same day where possible. Parents and children of *all* involved parties should be notified so they can understand how the situation has been resolved.
- Reading: Parents and children would like even more opportunities to read and change books in school, whilst parents would appreciate a more consistent approach to the expectations around home reading.
- It would be even better if there was a more organised approach to releasing junior children at the end of the day to parent/carers on the playground.

'Being Better Every Day'