



# Teaching and Learning at Oakdale Primary School

## Quality First Teaching Approach

Our teaching model places the focus on Quality First Teaching. Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. It includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and learning personalised to the assessed needs of the class in addition to delivering the year group objectives. More information on the intent and implementation of each subject taught is detailed on our website: [Curriculum - Oakdale Primary School](#)

## Assessment and Pupil Progress

We have three assessment checkpoints during the year, one each term. Test information, alongside teacher assessment is used to inform future planning. Following this, Pupil Progress Meetings take place. During this process analysis of the data is used to track progress at an individual pupil level. Our priority is to ensure that all pupils make a good level of progress.

## Intervention

The majority of pupils will access a form of intervention during their time at Oakdale Primary School. This is not solely based on progress or attainment concerns. We aim to ensure that all pupils are challenged to achieve and most need a level of support at some stage to enable this. Parents are not informed of intervention delivered in school as this is common practice. We hold parent and teacher consultations in which progress and attainment is discussed in addition to learning behaviours and any pastoral concerns. How intervention is delivered varies and is time limited:

### Individual Support

We use a distance marking approach where pupils who have found a particular lesson or aspect of learning more challenging have individualised tuition to address this usually on the same day. It could also include 1:1 reading, phonics support or a specific intervention based on a child's personal learning plan or wellbeing need.

### Small Group Tuition

A small group of pupils might be identified for a specific intervention. This includes a wide range of targeted support dependent on the purpose e.g. higher level (Greater Depth) tuition, handwriting support, reading skill focus, sensory circuits. This can also include a targeted group of pupils within the classroom environment. Some group work will take place out of the class.

# Wellbeing and Mental Health support

## Individual Support

It is widely recognised that a child's emotional health and wellbeing influences their learning as well as their physical and social health. Targeted support might be needed for pupils. This is time limited and escalation is not always required.

Key Staff		
Mrs L Cleveland	SENCo	Support for pupils with EHCP emotional or mental health needs
Mrs K Britton	DSL	Tier 2 support, working with families and external agencies
Mrs C McDonagh	Mental Health lead	Tier 1 support organisation and impact, curriculum, CPD for staff (Mental Health Champion)
Miss C Sadlier	Lead TA	Mental Health Champion. Provides support to Teaching Assistants delivering intervention. Young Carers lead

