

Learning Skills

Our children have designed characters for key lifelong learning skills. The skills we focus on are be-spoke to our context and help children access learning, make progress and they also prepare them for the next stage of their journey.

Teachers should:

- Explicitly teach children learning skills and how to use classroom supports including phonic and spelling mats, maths area, working walls
- Teach children key skills in reading-retrieval, inference
- Use SATs style questions **every day in every lesson** – layouts, language
- Teach children test technique— answering questions in an efficient way use of time, ‘walking talking’ mocks
- Give children purple pen challenges
- Assess secure learning – can the children use the skill independently in a range of contexts?



Curriculum Approach

Our Rationale

Our children need

- Real life or practical experiences
- Language acquisition in English
- Chunking & repetition — teach, practise, apply
- Raised aspirations
- Learning skills and working memory strategies

We have designed a bespoke, inspiring curriculum. It is driven by first hand experiences and language development. It removes barriers to learning through repetition, social skill development and opportunities to use language and practise skills in context. It also raises

Children with special educational needs or disabilities

The needs of children with SEND are communicated securely and effectively through One Page Profiles, APDRs, My Plans, EHCPs and reports from outside agencies. For children with high levels of need a focus on life skills and how to keep safe is included regularly in provision.

The children in school with high/complex levels of SEN (level 4 and above on the Sheffield Support Grid) work closely with a key adult who builds a positive relationship with them. If communication is one of the areas of need then the child will be supported to communicate using non-verbal communication methods e.g. Makaton, gesture and Communicate in Print visuals. These skills enable them to communicate worries or concerns they may have. Staff know children well meaning they are able to respond appropriately to changes in behaviour.

Working Memory

Working memory involves thinking and processing.

Strategies to use in class to avoid cognitive overload:

- Focus attention
- Routines/habits
- Break things down
- Clear instructions
- Repetition
- Sequential learning that makes sense & activates prior learning
- Avoid split attention by integrating text into diagrams
- Metacognition strategies—understanding how we learn
- Attach new learning to ‘schema’ in the long term memory
- Create memorable mental structures, mental imagery
- Rehearse retrieval

Spiritual, moral, social and cultural development

British values

Compassionate I can be Compassionate I can listen to other people and see things from a different point of view.	Patient I can be Patient I can wait my turn and not get in a hurry.	Humble I can be Humble I can acknowledge others and children who are better than I am.
Joyful I can be Joyful I can be happy and enjoy myself.	Honest I can be Honest I can tell the truth and not lie.	Hopeful I can be Hopeful I can work hard to make a change and be better.
Considerate I can be Considerate I can think about other people and how they feel.	Forgiving I can be Forgiving I can let go of my anger and not hold it against others.	Self-controlled I can be Self-controlled I can manage my feelings and not let them control me.

The Oasis 9 habits underpin everything we do. They help children learn about self esteem, respect, empathy, tolerance and so promote fundamental British Values. They give children the tools to make an active contribution to our diverse society.

OAFV School Rules

- Right to be safe
- Right to respect
- Right to learn