

# OMS

## Our School offer

2023-2024

# Olney Middle School

## *A CARING school*

### Priority to improve

To ensure the development of a well contrasted and fully covered curriculum which ensures high expectations and aspirations for all pupils therefore ensuring effective end outcomes

### Priority to improve

To develop a culture of Outstanding practice where all staff have developed the quality of teaching content to ensure ambitious outcomes for all pupils

### Priority to improve

To support staff and pupils to provide an outstanding provision that supports all within our school values.

### Priority to improve

To develop all children that are curious, inspired and aspirational, that develop a passion for learning and achieve without fear



Olney Middle School is a CARING school. It is our vision that our children are curious, inspired, and aspirational, develop a passion for learning and achieve without fear. As staff and governors, it is our role to support, guide and work with the community to ensure all the children in our care have the opportunity to fulfil our vision through our core values:

C – Co-operative A - Ambitious R – Resilient I - Integrity N - Neighbourly G – Gracious



Our curriculum aims to ensure that every child knows they are valued and will be supported to develop our learners learning, the character of our learners, the moral compass of our learners, and the behaviour and habits to be effective learners. Our curriculum is the totality of experiences which are planned for children in our school- this is complimented by the journey of the Olney Offer from Reception to Yr 6 and beyond. Our curriculum must be inclusive, with high ambition for all and a stimulus for personal achievement. Through the broadening of experience of the world, our curriculum is an encouragement towards informed and responsible citizenship.

We want to enable all our children to become.... Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors centred on our values; CARING

What are we trying to achieve?

C Cooperative	A Ambitious			R Resilient	I Integrity		N Neighbourly		G Gracious	
<u>Curriculum design</u>	Balance	Challenge and Enjoyment		Coherence	Progression		Personalisation and Choice		Focus	Relevance
<u>Teaching and learning principles</u>	A learning focused climate, built on nurturing, positive relationships, enabling all to feel safe and thrive	Expert subject knowledge, based on an understanding of cognition and learning	High expectations of conduct and learning behaviours	Exceptionally clear modelling of key concepts; Interleaving processes throughout our theme	Precisely targeted questioning to accurately identify misconceptions and reshape activities	Challenge for all, with rich opportunities for mastery and breadth	‘In the moment’ feedback and purposeful marking based on our policy	Creative opportunities to embed concepts into long-term memory; to recap, apply and make connections all through our MASTER approach based on Rosenshines Principles	Accurate assessment informs planning with direct responsive teaching as a result of marking and our exit sessions	Long term working memory is enhanced through the MASTER days and learning conversations

How are we organising learning?

Learners skills, attributes and beliefs will reflect (all through our CARING values)	A Growth Mindset				Positive Mental Health and Wellbeing				An Understanding of Equity and Equality			
Learning will be enriched through..	Lessons	Learning environments	Empowerment through pupil leadership	Our independent MASTER awards	Stunning starts and fabulous finishes	Learning outside the classroom and within the community	Personalisation		Partnerships and work with OIA and feeder schools	Visits and Visitors and experiential learning	Developing cultural capital	
Learning will be delivered through the development of	Critical Thinking		Team Work		Emotional Literacy		Creativity	Reflection	Independence		Effective communication	Resilience
Entitlement/ statutory expectations	Understanding English, Communication and Languages		Mathematical Understanding	Humanities		Physical Development, Health and Wellbeing		The Arts		Scientific and Technological Understanding		SMSC and British Values

How well are we achieving our aims?

Evaluating Impact	Looks at the whole child eg personal development, curriculum aims, progress in skills, subjects and dimensions		Uses information intelligently to identify trends and clear goals for improvement		Uses a wide range of measures both qualitative information and quantitative data		Using ‘critical friends’ to offer insights and challenge	Creates a continuous improvement cycle	Builds capacity amongst staff for school improvement		Is rigorous, open and honest
Accountability measures	Attendance and Behaviour		Attainment and improved standards		Making healthy and positive lifestyle choices		Ready for next phase in their learning/life		Completed IFTL Childhood Pledge		



Our learner's learning



Successful Learners

**with:**

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

**and able to:**

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

**with:**

- self respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs

**and able to:**

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed decisions
- achieve success in different areas of activity



The character of our learner



Confident Individuals



The moral compass of our learners



Responsible Citizens

**with:**

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

**and able to:**

- develop knowledge and understanding of the world and their place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

**with:**

- an enterprising attitude
- resilience
- self-reliance

**and able to:**

- communicate in different ways and in different settings
- make informed choices and decisions
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems



Behaviours and habits to become effective learners



Effective Contributors

# Our Curriculum Design Principles



## BALANCED

Promotes intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important.



## CHALLENGE AND ENJOYMENT

Children should find their learning challenging, engaging and motivating. The curriculum encourages high aspirations and ambition for all.



## COHERENCE

Makes explicit connections and links between the different subjects/experiences encountered.



## PROGRESSION

Focuses on progression by carefully sequencing knowledge; provides clarity about what getting better at the subject means.



## PERSONALISATION AND CHOICE

Personalised learning helps every individual to develop and understand their own distinctive set of skills and abilities, into adulthood and beyond. It should provide opportunities for exercising responsible personal choice.



## FOCUS

Seeks to keep the curriculum manageable by teaching the most important knowledge; identifies the big ideas or key concepts within a subject.



## RELEVANCE

Seeks to connect the valued outcomes of a curriculum to the pupils being taught it; provides opportunities for pupils to make informed choices.

# Teaching and Learning Principles



## Purposeful

We are committed to purposeful learning experiences. We have high expectations that determine and steer the curriculum we offer our children. Vibrant engaging and stimulating environments inspire purposeful learning that challenges and fulfils every individual. Inspirational, innovative and bespoke learning is carefully designed to maximising progression based on robust ongoing assessment. Clear, purposeful assessment and feedback allows the learner to reflect, challenge, improve and develop. From an individual's starting point each learner will be nurtured, challenged and inspired to achieve their full potential.

## Readiness

We are committed to school readiness. This not only refers to the attributes of a child, but also the shared understanding and responsibilities of families, teachers and practitioners in ensuring children are ready and able to access learning as they enter OMS and beyond. Through clear communication and our strong partnerships with OIA we ensure that children are ready for school and our schools are ready for children.

## Engagement

One of the IFtL and OMSs core principles of Teaching and Learning is Engagement.

We recognise the key elements of high quality engagement as persistence, perseverance, creativity and vitality. These qualities are fostered by our commitment to creating opportunities that are both inspirational and aspirational.

Relationships within OMS are built on mutual respect and trust amongst all adults and children. Through a collaborative pursuit of excellence, we successfully provide a curriculum that offers high levels of involvement, celebrating uniqueness and engaging all.

We strive to ensure that all are intrinsically motivated to be the best that we can be. This is further enhanced with our wide extra curricular offer and the OMS MASTER awards.



# The 'Ordinary Magic' of OMS

Like last year, this will be an extraordinary year. From our testing and arrangements last Summer, we know where our pupils are. As we move through the year it is the expectation that here at OMS, we are focused on building the resilience of all pupils. Resilience does not come from rare and special qualities and extra ordinary set ups, but from the everyday magic of ordinary, through high quality expectations that focus on the child- in their minds, bodies and brains alongside their families, friendship relationships and in their communities.

Together through focusing on the areas below, we can create that magic! The magic after the pandemic is not 'catch up'. It is 'recovery'. 'Catch up' implies a narrow emphasis on curriculum goals with a focus on getting all children to the same end point as quickly as possible. 'Recovery' acknowledges that the impact of this crisis has been far wider than 'missed learning' and that we will need to begin where children are, rather than focus on where we would like them to be, and how to get them all to that same point as quickly as possible.




## Strong Purposeful Teaching

- High Quality expectations in books
- Responsive teaching based on closing the gaps
  - Effective feedback
- Exit sessions and follow up
  - Master plan
- OMS Graduate program.
  - Extra-Curricular



## A well-planned curriculum

- Core focus through theme
- Use of knowledge organizers
- Close the gap- trends, the big picture
  - Homework- spaced learning
    - Subject Leadership
- Subject knowledge enhancement.



## Powerful well structured pastoral systems

- CARING values- Junior Parliament, rewards.
  - Master Awards
  - Marvelous Me
  - Safeguarding
  - Jigsaw PSHE
- Protective Behaviors
  - Parents
- Extra-Curricular

The 'Golden thread' will be the Olney Offer- everything we do, we will do in partnership

*This philosophy is based around the work of Ann Mastin' Ordinary Magic- Resilience Processes in Development'*

# Our MASTER approach

All of our thematic lessons are based on Rosenshine's Principles of Instruction



## ◆ Motivate

We motivate pupils with some exciting to begin to engage their love for learning of the new subject

## ◆ Activate

Activate the pupils prior knowledge to allow for greater memory retention and less cognitive overloading

## ◆ Skills and Knowledge

Live model the development of the skills and knowledge needed to be successful in the lesson



## ◆ Take the learning further

Begin the process of embedding the learning to ensure there is fluent understanding

## ◆ Extend

Extend their learning deeper with independent learning and pushing the depth at all levels

## ◆ Reflect

Reflect and share learning experiences for the knowledge and skills they have mastered. Time to see how these be applied in future applications



# Our MASTERFUL memory

Our children learn more over time through the application of SPACED learning!

## Input- Quality First Teaching using the MASTER model

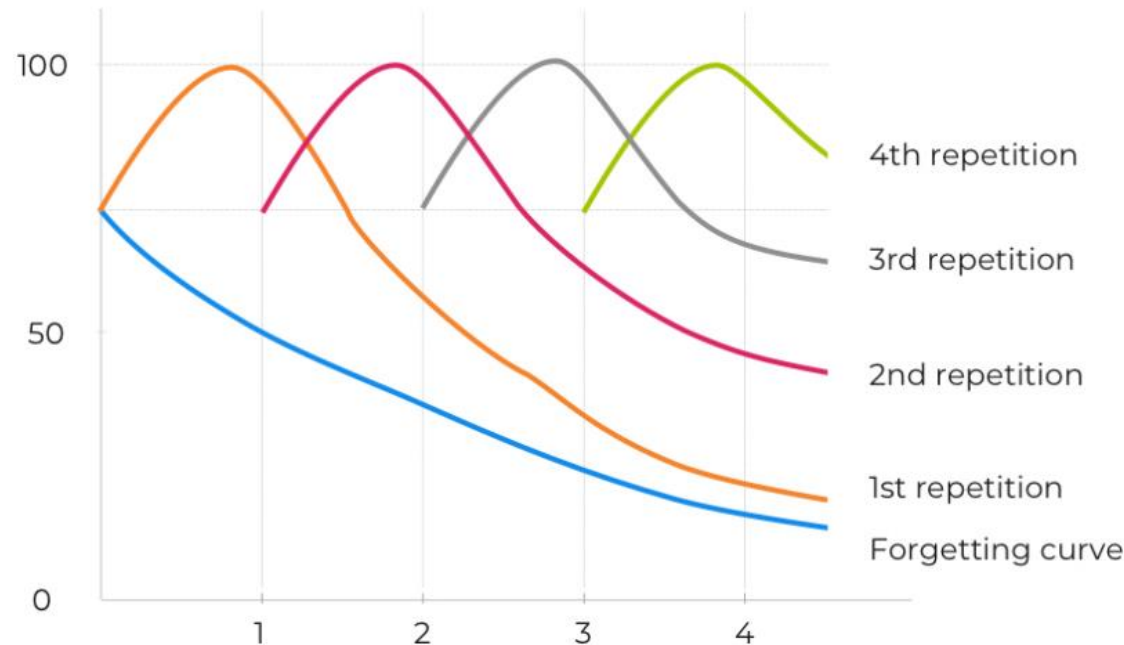
The first opportunity to impart and embed the new knowledge and skills

## 1<sup>st</sup> Repetition- R of MASTER

The first opportunity to reflect on the learning and see what future applications it has on the learning

## 2<sup>nd</sup> Repetition- Exit Session

The second session at the end of the day, allowing crucial recap, but also a chance for the teacher to judge the impact of the learning



## 3<sup>rd</sup> Repetition- Learning Conversations at home

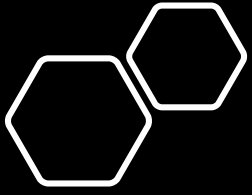
Partnerships at home are crucial! Through Marvelous Me, parents can share the learning with the children and give them a 3<sup>rd</sup> chance to share and discuss the learning

## 4<sup>th</sup> Repetition- MASTERFUL Memory Mini Mes

The pupils look and recap what they have learnt, whilst reviewing the metacognition, and future applications.

## 5<sup>th</sup> Repetition- A of MASTER for future applications

The process then goes full circle and the future application arrives, this now becomes the crucial prior knowledge needed to ensure the cognitive load is secure for the new piece of knowledge and skills



# Attitudes to Learning

- Always focus on moving to ENGAGEMENT
- How?
- Pace
- Challenge
- Model ideal behavior
- Catch them doing good
- Praise
- Nonverbal instruction
- Growth Mindset- The power of YET!
- Emotion Monsters
- Rewards

