Learning and Teaching Policy

Policy Lead	Deputy Head Teacher JMA
Date of Review	September 2022
Date of Next Review	September 2024
Approved/Reviewed by	Head Teacher

Date	Pages/Whole Document	Description of Change	Origin of Change (e.g. Routine Update, request for Review)
20/07/22	Whole Document	Rewrite	

Rationale: Learning and Teaching at The Oaks Academy

At The Oaks Academy we believe that:

All students should be inspired, believe in themselves, and achieve their full academic and personal potential. To prepare our students for a rapidly changing world, we need to create a stimulating and successful learning environment in order to nurture flexible, driven, creative lifelong learners. This policy sets out the principles and expectations behind our approach, which is underpinned by the Teachers Standards, and in doing so provides new and existing staff with a clear vision of the school's expectations, providing an agreed focus for monitoring. There are two sources that have informed the Teaching and Learning Policy. The first is Rosenshine's Principles of Instruction (2012) and the second is TEEP (Teacher Effectiveness Enhancement Programme) both are grounded in the latest research and provide an evidence-informed approach to learning and teaching.

Our Vision

At The Oaks Academy we seek to bestow:

In an aspiring and inspiring community where pupils and learning come first. We strive to provide a quality education which enriches students' ambition and love of learning and equips them with the skills, knowledge, and cultural capital they need to be successful in later life. Our vision is to secure the highest possible academic outcomes for our pupils and to build the character needed to develop as effective global citizens, who are passionate about learning and pursue excellence.

Quality Assurance

Learning, Teaching and Assessment at The Oaks Academy:

The Oaks Academy Teaching, Learning and Assessment Handbook, outlines what is developed as well as shared across the school, frequent learning walks take place with a specific focus on the Learning and Teaching framework TEEP and 'Share, Build, Practice'. Learning walks provide developmental feedback with relevant follow-up being provided. Learning walks inform professional development and are not part of the school's appraisal arrangements. All staff are encouraged to participate in learning walks to support teacher development and the sharing of best practice. The Senior Leadership Team and Middle Leaders take account of the feedback from learning walks to identify Curriculum Team area trends which facilitate good and better pupil progress, to address where development may be needed, to share effective strategies and to extend best practice seen across the school teaching community. Pupil progress is the key factor of the curriculum deep dives, there are regular book-looks, both to review the quality of marking, progress made, academic literacy and pupil presentation, including Spelling, Punctuation and Grammar (SPaG). The overall judgement is made from the lessons observed, the pupils' books, pupil voice, curriculum planning documents and the progress data for the class. The overall judgements are logged centrally stating any areas for development and strengths to share across the Curriculum Team Areas and the Academy which will inform Subject and School Development plans. This occurs via the school's Bluesky Teacher Evaluation Platform. The outcomes of Curriculum Deep Dives are shared via Line Management and key actions agreed and monitored.

Teachers and Teaching

In Terms of their dispositions and personal qualities and dispositions, teachers at The Oaks Academy are expected to:

- Show outstanding knowledge and passion for their subject area.
- Know their impact – evaluate the effect they are having on students learning and adjust teaching accordingly.
- model the work ethic set out for students by delivering teaching which equips students to excel academically and make good progress. Also foster character development and the attitudes needed to equip students to make a valuable contribution to society.
- Be skilled in formative assessment practices, assessing students' progress thoroughly throughout the lesson, changing the course of the lesson as appropriate.
- Know what students know – 'Knowing more is Remembering More' and what they need to do to improve in the different aspects of the subject.
- promote good progress and outcomes by planning lessons that build on prior learning and which support learners to reflect for themselves on their progress.
- use modelling as a tool to support learning so that all students have a clear understanding of the task of how to successfully complete.
- Embed academic literacy within all subject areas.
- Use assessment data, assessment of current performance & assessment objectives/Key Performance Indicators to plan effective lessons.
- Provide students with appropriate and timely written or verbal feedback that will support the pupils in making expecting and better progress over time.
- Adapt learning and teaching to meet the needs of all learners, EAL, MA, SEND, PP.
- Challenge and inspire students, expecting the most of them, to deepen their knowledge and understanding.
- Have high expectations in terms of learner behaviour, managing the classroom effectively and ensuring a safe and secure learning environment.
- Use time, support staff, technology, and other resources effectively to support the progress of all learners.
- Use home learning to reinforce and/or extend what is learned in school.
- Recognise and act upon any differences in the standards of achievement or progress made by different groups of students, for example to include Pupil premium, Race, disability, gender, age, religion & belief and sexual orientation. (protected characteristics – Equality Act 2010).
- Take responsibility for their own professional learning.

Learners and Learning

Learners at The Oaks Academy must strive to:

- have high expectations of themselves, giving their best effort and attitude to their learning at all times.
- be reliable, demonstrate effective learner behaviours, punctual and organized.
- develop a `growth mindset` and believe that through hard work they can improve.
- respect the learning process and right of everyone in the school to learn effectively.
- strive to develop and demonstrate the key attitudes of highly effective learners:
  - ➢ get the basics right
  - ➢ get involved – demonstrate effective learner behaviours

- ➢ put effort into learning
  - ➢ cultivate teamwork and leadership
  - ➢ demonstrate independence
  - ➢ reflect upon and respond to feedback

Instructional Leadership:

Teaching at the Oaks is based upon

- The learning and teaching framework – TEEP (Teacher Effectiveness Enhancement Programme) -how to establish a strong school culture (routines and effective teacher/learner behaviours)
- High impact teaching, founded on direct instruction.
- Aspirational outcomes for students through a knowledge-rich curriculum
- Knowing more; remembering more
- Component & composite learning
- A process of sharing knowledge; building knowledge; and practising knowledge (The Oaks Way) - see appendix 2
- Passing on "the best that has been thought and said" in the past– appreciation of human creativity (Cultural Capital)

Parents and Carers

Parents and carers should:

- Take an active interest in their child`s learning (for example, by looking through their exercise books, reading with their children at home or engaging them in discussion about lessons)
- Support teachers in promoting a growth mindset and a positive approach to learning.
- Listen to the feedback provided by teachers about their child`s performance and support them in developing strategies to move their child forwards.
- Support their child with their organisation and time management.
- Reward hard work, celebrate success and support the school in challenging any instances of underperformance
- Monitor the homework of their child and support encourage them to complete homework tasks
- Ensure their child is always punctual and has excellent attendance to school.

Learning Support Assistants and Other Adults

Learning Support Assistants must:

- Provide specialist support to students with specific needs in and outside of lesson time.
- Wherever possible, work closely and pro-actively with teachers in the process of planning lessons and adapt resources to meet the needs of all learners
- Pro-actively advise teachers about strategies and approaches that will enable specific learners to access the curriculum effectively.
- Actively monitor the progress of learners with specific needs in collaboration with teachers and be prepared to take a lead role in the classroom with specific learners.
- Ensure that accurate records of student progress are maintained and that they are used to inform targeted interventions.

Securing Progress

At The Oaks Academy we believe that:

Assessment, recording and reporting of data are fundamental in the monitoring of the performance of individuals and groups. The school has a clear framework as to how this information is used to plan implement appropriate action to ensure that pupil performance and rates of progress are strong further.

The school believes that:

- Subject teachers should plan appropriately challenging lessons and activities.
- Every pupil has a need and right to know how they are achieving in the curriculum subjects and what they may need to do to improve further.
- Subject Teachers need to know the starting point and level of attainment of their pupils, as well as how much progress they are making in order to respond to their needs and plan pertinent interventions
- Parents, pupils have a right to expect accurate and regular feedback on how a pupil's learning is progressing so that they can support the action being taken by the school to provide support to the pupil. Parents need to know how to support their child; pupil need to know what they need to do in order to make excellent progress; teachers and school leaders need to be able to plan targeted intervention in response to individual and group needs.

Purpose of Assessment

Assessment *for* learning refers to formative assessment, which is ongoing and used as part of everyday lessons; its purpose is to provide teachers with a regular check on pupil progress against specific learning objectives and for pupil's to be systematically involved in this process, bringing about improvements in learning. This can include Assessing Pupil Progress (APP) activities when relevant.

Assessment *of* learning refers to summative assessment, which is a more formal process of assessment undertaken on less frequent basis, typically in the form of tests or controlled assignments. Its purpose is to provide an overview of the progress of a pupil has made against national curriculum indicators or examination grades.

In order to enable and empower all learners to make progress, teachers must:

- establish and maintain a purposeful learning environment in which considerate, respectful and supportive relationships between learners and adults can flourish
- cultivate a growth mindset amongst learners by recognising, celebrating and actively rewarding the effort they make to improve
- identify, monitor and actively challenge any instance of underachievement
- understand and incorporate the principles of assessment for learning into their lesson planning, delivery and assessment practices
- help learners understand where they are in their learning, where they need to go next and how to get there

- set challenging but realistic targets using appropriate attainment and predictive data alongside their own professional judgment
- orientate learners in their learning by sharing, discussing and reviewing learning objectives and outcomes engage learners in a challenging level of questioning and dialogue that uses a clear, concise and accessible language of progression
- provide regular, precise and accurate verbal and written feedback that is formative in nature
- actively engage learners in the process of assessment, sharing success criteria in a language they can understand, utilising self and peer assessment practices and providing time and space for learners to act upon the feedback they receive
- actively monitor the work the class are completing by circulating the room, checking work, and using this knowledge and understanding of learning to provide prompts for improvement or to reteach the subject as necessary (active monitoring)

Continuing Professional Development

At The Oaks Academy, we believe that:

High quality teaching, learning and assessment is our core business. For this reason, we invest heavily in supporting and developing the pedagogical awareness, competences and skills of our teachers through a full and comprehensive programme of continuing professional development (CPD)

'Every teacher needs to improve, not because they are not good enough, but because they can be even better' Dylan Wiliam

In The Oaks Academy we take staff professional development extremely seriously. We believe that the best educators are the best learners and we therefore expect staff to be avidly engaged with their own professional learning within a dynamic learning community. Staff should actively connect with research in order to best inform their own classroom practice. We recognise and embrace the complexity involved in professional learning. Changing practice is an intricate process, sometimes we have to stop doing something good to do something better, but the impact that can be had on student success make it a priority.

Continuing Professional Development incorporates:

- INSET days
- programmed CPD and twilight sessions
- joint practice development opportunities with other schools
- opportunities for teachers to carry out learning walks and see best practice modeled
- coaching from a team of trained coaches
- involvement in working parties and groups
- involvement in professional learning communities focused on specific areas of pedagogy and
- practice
- bespoke training programmes for Early Career Teachers (ECTs)

Our whole-school programme of CPD is driven by the strategic priorities of our school as identified both through our engagement with a shifting educational landscape and through our ongoing processes of quality assurance, self-evaluation and improvement planning.

At a Curriculum Team level, CPD is also driven by the bespoke needs of specific subject areas and the quality assurance carried out by Head of Faculty.

At an individual level, CPD is shaped by the individual needs of teachers and leaders as identified by self-evaluation mechanisms, quality-assurance processes and appraisal review.

Appendix 1: Key Principles for Lesson Delivery – The Oaks Way (Share, Build, Practise)

	The Oaks Academy Explicit Direct Instruction - Proactive Teaching Framework
	Do the following throughout the lesson, whenever it is appropriate •

	1. The best possible start to your lesson. Prepared for learning l Do Now activities
1	Dismiss previous class on the bell.
2	Be at the door & be deliberately upbeat when speaking to pupils on the corridor. Welcome pupils into your lesson with the Do now activity already prepared so learning is taking place as soon as they enter the class.
3	Have a clear routine to get students in/coats off/equipment out and prepared for learning to engage with the Do Now activity.
4	Complete the Do Now activity which recalls previously taught key objectives, vocabulary, skills or prepares for the learning ahead.
5	Reiterate the whole school expectations for achievements and complete the class register with formal pupil responses.
6	Positive body language is demanded from all pupils at all stages of session (sitting up straight, all pupils participating when asked to, no swinging on chairs or slouching)

	2. Presenting new information. SHARE KNOWLEDGE- Planning l Small steps l Modelling l Instructions
1	Pre-empt and tackle high-frequency errors and misconceptions head-on.
2	Pace of session maintains pupil motivation and is responsive to pupil need
3	Cognitive load is balanced and considered in the planning of the lesson
4	Knowledge Organiser to provide students with key facts - stuck in books
5	Ask challenging questions: get your high prior attaining pupils involved and scan the room constantly. Have a planned approach to receiving pupil responses.
6	Present new information step by step with frequent recap questions to check for understanding. Recall strategies from TEEP level 1 training.
7	Construct meaning using the 'I do, we do, you do' approach. Take your time with this. Recall strategies from TEEP level 1 training.
8	Instructions must be clear and concise for all learning tasks. Use success criteria to support and guide the outcome of this learning activity.

	3. Effective teacher behaviours. BUILD AND MODEL- Construct meaning l Independent work l Feedback
1	Walk around constantly maintaining classroom awareness. Avoid sitting at your desk. Keep up the appropriate pace: time reminders and individual positive praise.
2	Focus on live feedback targeting misconceptions or errors. Acting on feedback is modelled to pupils clearly. The use of the visualiser with actual pupil's learning is recommended
3	Opportunities for peer/self-assessment linked to the lesson success criteria
4	Opportunities for pupils to demonstrate knowing what they do/do not know at the 'apply to demonstrate stage' to further embed metacognitive strategies.
5	Opportunities for collaborative practice. This should be carefully predefined with clear roles and success criteria defined.
6	When you spot a common error, address with the class or individual. Insist on 100% undivided attention. Re-model. Re-teach.
7	All pupils with learning support plan should have at least one individual learning conversation per lesson with the teacher.
8	Exaggerate your reactions when they do well and when they could do better.

	4. Formative assessment. PRACTICE AND EMBED - Effective questioning l Pupil responses
1	Questions used for all stages of session- spread across as many pupils as possible
2	Targeted/pre prepared questions used specific to pupils and or objectives. Recommended to use the Andersons taxonomy question stems to support with appropriately challenge questioning.
3	Mixture of response required- hands up/all respond (thumbs up/whisper/random responders/bounce or share question. Controlled pupil responses.
4	'Serve- return- raise the challenge' format used to up-level responses
5	A/B/C questioning techniques (pupils asked to Agree/Build upon/Challenge other pupil's responses)
6	Questions are given enough time given/repeated to ensure pupils have time to think

	4. The best possible ending to your lesson Review learning l High expectations
1	Review the learning from the lesson and celebrate achievements. Recall the homework and check students' planners.
2	Recap who has achievements and highlight the positives of today's lesson.
3	Ensure a slick, established pack up routine including tidying up, checking equipment, collecting resources and dismissing from behind their chairs on the bell. Count or use a Countdown timer to ensure speed.
4	Ensure all students are standing behind their chairs before teacher instructed dismissal on the bell.
5	Remind students of corridor expectations before dismissing row by row.

Appendix 2 – Classroom Expectations

1. Learning Outcomes

- The Learning outcomes that articulate the key learning and knowledge that unpins the lesson, must be made explicit, displayed and engaged with.
- Keywords linked to the lessons learning are to be made explicit
- Challenge tasks made explicit to support the more able.
- All Powerpoint presentations must have a pale blue or a cream background

2. Readiness to Learn

- All students must line up outside a classroom with all their equipment for learning ready and when they enter their equipment must be out on desks.
- All students must enter the room, stand behind chairs and wait to be seated at the teachers instruction.
- An entrance task / starter must have been planned and be ready for students.

3. Expectations for when the teacher is talking

- When they are talking to the whole class, teachers must ensure that all students are sitting upright, looking at them and paying attention.
- Teachers should use a simple instruction like "Pens down and eyes to the front" to signal their expectation that all students will listen.

4. Expectations for independent working

- When students have been given a learning task to work on, teachers must insist on and enforce a period of silent, independent work.
- Students may be allowed to discuss their work with each other but only after a period of silent work that established the learning tone.
- **5. Standard English and Oracy**
- The use of Standard English must be emphasised and modelled and, to develop oracy. Refer to the structured talk guidance.

6. Seating Plans and Homework

- Seating plans and strategies must be up-to-date and these must be used to inform planning for individuals and collaborative learning
- Seating plans must identify the key groups of learners (MA, EAL, PP, SEND)
- All homework activities must be set on Satchel One.

Appendix 3 - Rosenshine's Principles of Instruction

Barak Rosenshine is an American educator whose research focused on the methods that the most effective teachers employ on a regular basis and which help students to achieve the highest grades. Rosenshine over decades has identified the hallmarks of effective teaching through observing a huge number of teachers in a wide range of subjects, and in his 2012 research distilled this a guide for high impact teaching.
Rosenshine's principles are applicable for all subjects and concepts. They link directly into research and practice and are practical and realistic. This ensures that the model is repeatable and sustainable.

- ➤ **Retrieval and review** should be a fundamental part of each lesson. This should be responsive to misconceptions in prior lessons as well as ensuring key knowledge is embedded for future learning. This should ideally take place at the start of a lesson but will
also occur throughout through questioning. In addition, weekly and monthly review of
concepts is vital to ensure that learning "sticks."

- ➤ **Questioning** must be used to check and challenge understanding, address misconceptions and challenge students. Students should also be encouraged to ask questions to clarification or for curiosity. A large number of questions should be asked in every lesson. High quality questioning should enable you to check for understanding frequently.

- ➤ **Sequence new concepts.** Break down new ideas into small steps. This should be supported by clear schemes of work for medium term planning and a carefully planned
curriculum map for a long-term overview.

- ➤ **Provide models and scaffold difficult tasks**. Teacher modelling is a powerful tool for exemplifying tasks. Worked and shared examples should be a regular feature of lessons.
This may be followed by guided student practice whereby students complete tasks with
additional teacher, TA or peer support.

- ➤ **Independent practice.** Following modelling, student should practise and develop opportunities for independent practice. Teachers should review this work in order to plan
for the next steps in learning.

- ➤ **Obtain a high success rate.** Through following the modelling and scaffolding approach,
students will be successful more frequently when applying their learning. Teachers should praise
success and assess for misconceptions when they occur.

Appendix 5 – TEEP Framework