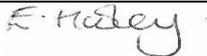




INSPIRE  
BELIEVE  
ACHIEVE

## The Oaks Academy

### Teaching and Learning Policy

<b>PERSON RESPONSIBLE FOR POLICY:</b>	Mrs E Hooley
<b>APPROVED:</b>	5.7.18
<b>SIGNED:</b> Headteacher  Chair of Board of Trustees	  
<b>TO BE REVIEWED:</b>	July 2019

## **1. Rationale: Teaching and Learning at The Oaks Academy**

### **1.1. At The Oaks Academy we believe that:**

- the learning experiences planned and led by teachers and teaching assistants are crucial to the successful learning of our young people
- teachers and learning support assistants perform best when given the professional autonomy to lead learning in ways they know will benefit their learners
- nevertheless, consistency of practice and experience is fundamental to successful teaching and learning and consequently there must be a common approach that is followed across the school
- this common approach is summarised in *The Oaks Academy Non-Negotiables of Classroom Practice* (see Appendix 1)

## **2. Teachers and Teaching**

### **2.1. In terms of their personal qualities and dispositions, teachers at The Oaks Academy must:**

- be passionate about learning and ambitious for their learners
- be creative in their planning and enthusiastic in their delivery of lessons
- be role-models and lead-learners in the classroom
- be caring, supportive, approachable and professional in their manner at all times
- be ambitious for their learners and rigorous in monitoring their progress, working closely with parents and other adults in the best interests of their learners
- be open to new ideas, taking advantage of professional development opportunities and keeping up-to-date with subject and pedagogical knowledge
- be self-critical, reflective and take responsibility for improving teaching and learning through appropriate professional development, responding to advice and feedback from colleagues

### **2.2. In terms of their classroom practice, teachers at The Oaks Academy must:**

- plan purposeful and well-structured lessons that strive to motivate and inspire learners, promoting a love of learning and stimulating their intellectual curiosity
- promote good progress and outcomes by planning lessons that build on prior learning and which support learners to reflect for themselves on their progress
- plan lessons that strike a balance between teaching and learning and which provide regular opportunities for students to work independently
- have high expectations and set goals that stretch and challenge learners of all backgrounds, abilities and dispositions
- adapt teaching and learning to respond to the strengths and needs of all learners, differentiating appropriately so that all learners can make optimum progress

- use formative and summative assessment productively to secure the progress of all learners, providing regular feedback and opportunities for learners to respond to it
- make use of relevant data to inform lesson planning, target setting and the monitoring of progress
- ensure that interventions to address under-performance, including that of disadvantaged learners, are implemented and that these are data-driven, timely, monitored and effective
- ensure effective communication exists with learning support assistants and other adults, so that they can be deployed to their full advantage in and outside of the classroom
- have high expectations in terms of learner behaviour, managing the classroom effectively and ensuring a safe and secure learning environment
- set challenging homework via SMHW to consolidate and extend the knowledge and understanding that learners have acquired

### 3. Learners and Learning

#### 3.1. *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, well-behaved, 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:
  - getting the basics right
  - getting involved
  - putting effort into learning
  - cultivating teamwork and leadership
  - demonstrating independence
  - reflecting upon and responding to feedback

(see Appendix 2, *The Oaks Academy Attitudes to Learning*)

### 4. Parents and Carers

#### 4.1. *Parents and carers should:*

- take an active interest in their child`s learning (for example, by looking through their exercise books or engaging them in discussion about lessons)
- support teachers in promoting a growth mindset and 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 organization 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 encourage them to complete homework tasks punctually and to the best of their ability

## **5. Learning Support Assistants and Other Adults**

### **5.1. 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 adapting resources that 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 pupil progress are maintained and that they are used to inform targeted interventions

## **6. Securing Progress**

### **6.1. At The Oaks Academy we believe that:**

- the fundamental goal and purpose of all teaching and learning is progress (in terms of both knowledge, understanding and skills development)
- all learners have the potential to make progress and should be provided with appropriate levels of stretch and challenge to move them forwards
- planning to secure progression for all learners should underpin everything we do: our schemes of work, our language for learning, our lesson planning and delivery and our monitoring and assessment practices

### **6.2. 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 (see below)

**6.3.** *Assessment for Learning (AFL) is integral to effective teaching and learning and to our goal of securing progress for all our learners. Essentially, AFL is an ethos about learning that involves learners understanding how to make progress and close their personal learning gaps. In order to establish this ethos, teachers must:*

- 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, utilizing self and peer assessment practices and providing time and space for learners to act upon the feedback they receive

## **7. Continuing Professional Development**

**7.1.** *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) that 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
- bespoke in-house training (such as The Oaks Academy Teaching Programme)
- involvement in working parties and groups
- involvement in professional learning communities focused on specific areas of pedagogy and practice
- bespoke training programmes for NQTs and RQTs

**7.2.** *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.*

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

**7.4.** *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.*

## **8. Quality Assurance of Teaching, Learning and Assessment**

**8.1.** *At The Oaks Academy, we strive to ensure a high degree of quality and consistency across the school in teaching, learning and assessment practices. Towards this end, teaching, learning and assessment practices are quality-assured at a whole-school level through a number of mechanisms including:*

- Regular SLT drop-ins (e.g. our focus on Standard of the Week)
- Work scrutiny, book sampling and cross-moderation scrutinies
- Student voice focus groups
- Our programme of `Teaching and Learning Cycles` (which incorporate elements focusing on observed classroom practice, work scrutiny, student voice and data analysis)
- The Faculty Review process
- External QA partnership work with other schools

**8.2.** *At The Oaks Academy, we also strive to ensure that Curriculum Team Leaders are proactive in monitoring the quality of teaching, learning and assessment practices within their subject areas. Towards this end, standardised quality-assurance mechanisms have been established across the school to enable CTLs to carry out quality assurance processes at a Faculty level in a consistent format. Results of quality-assurance processes feed into improvement planning to ensure they have impact on improving standards, a process that is itself quality-assured through line management.*

## Appendix 1 - The Oaks Academy Non-Negotiables

### Non-Negotiables in every lesson



#### 1. Learning Outcomes / Success Criteria

- Learning outcomes and success criteria outlining the key `learning` (in terms of knowledge, understanding, skills and attitudes) must be made explicit, displayed and engaged with.
- The Oaks Academy `Attitudes for Learning` and /or a Growth Mind-set focus must form part of the planned learning outcomes for the lesson.
- 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.
- 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.

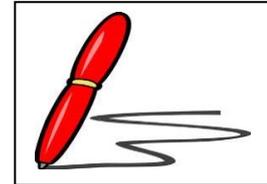
#### 5. Standard English and Oracy

- The use of Standard English must be emphasised and modelled and, to develop oracy, students must be asked to stand up when responding to a question or speaking in front of the class.
- When another adult visits the classroom, the teacher must invite a student to stand and provide a brief explanation of the learning that is taking place.

## **6. Mint Class and Show My Homework**

- Mint Class seating plans and strategies must be up-to-date and these must be used to inform planning for individuals and groups.
- All homework activities must be set on Show My Homework.

## **Non-Negotiables in marking and feedback**



### **1. Standards for Presentation**

- Students must be encouraged to use the `PRESENT` standards and challenged if they do not.
- Assessment stickers showing target grades and completed to the latest Tracking Point must be clearly visible on exercise books.

### **2. Feedback and Response**

- Clear formative feedback must be provided for students at least twice over a half term showing strengths and setting clear targets for improvement.
- Students must be required to act fully on all of their feedback using a purple pen and given time to do so.

### **3. Priority Marking**

- Pupil Premium students and students who are making the least amount of progress must be marked first and, if necessary, in more detail.
- Responses to feedback by PP students and under-performing students must be monitored particularly closely.

### **4. Marking for Literacy**

- Literacy feedback must use the standardised `Literacy Marking Symbols`.
- A `zero tolerance` approach must be taken to the use of capital letters and full stops and up to 3 incorrect spellings should be identified for correction.

### **5. Highlighting Work**

- Whenever a student has used a writing frame to improve their extended writing, they must use a green highlighter pen to highlight the focus on their literacy.
- The title and date for completed homework activities must be highlighted in a yellow highlighter pen so that homework is clearly visible in books.

## Appendix 2 - The Oaks Academy Attitudes to Learning

Area of Performance	Outstanding 5	Very Good 4	Good 3	Variable 2	Poor 1
<b>INVOLVEMENT</b>	<ul style="list-style-type: none"> <li>- Fully takes part in lessons</li> <li>- Fully focused</li> <li>- Seeks out challenge</li> </ul>	<ul style="list-style-type: none"> <li>- Concentrates</li> <li>- Asks / answers questions</li> <li>- Actively engages with the learning</li> </ul>	<ul style="list-style-type: none"> <li>- Listens carefully</li> <li>- Contributes sometimes</li> <li>- Engages with learning well overall</li> </ul>	<ul style="list-style-type: none"> <li>- Does not always listen or try to get involved</li> <li>- Needs re-directing to the learning by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Unfocused / distracted</li> <li>- 'Switched off' and dis-engaged</li> </ul>
<b>INDEPENDENCE</b>	<ul style="list-style-type: none"> <li>- Shows initiative and independence</li> <li>- Takes full responsibility for own learning and progress</li> </ul>	<ul style="list-style-type: none"> <li>- Works independently without direct teacher input</li> <li>- Responsible learner who monitors own progress</li> </ul>	<ul style="list-style-type: none"> <li>- Works independently with support and guidance</li> <li>- Takes responsibility for own learning overall</li> </ul>	<ul style="list-style-type: none"> <li>- Requires a lot of teacher support to make progress - Little responsibility for own learning shown</li> </ul>	<ul style="list-style-type: none"> <li>- Totally reliant on others to make any progress</li> <li>- Uninterested in own learning</li> </ul>
<b>LEADERSHIP</b>	<ul style="list-style-type: none"> <li>- Actively and independently helps or coaches others</li> <li>- Always models great learning attitudes</li> </ul>	<ul style="list-style-type: none"> <li>- Good role model and influence on peers</li> <li>- Demonstrates positive learning attitudes</li> </ul>	<ul style="list-style-type: none"> <li>- Cooperates with peers</li> <li>- Does not distract others from learning</li> </ul>	<ul style="list-style-type: none"> <li>- Sometimes distracts others from their learning</li> <li>- Off-task behaviour can hinder learning</li> </ul>	<ul style="list-style-type: none"> <li>- Does not work well with others</li> <li>- Regularly disrupts and hinders learning</li> </ul>
<b>EFFORT</b>	<ul style="list-style-type: none"> <li>- Highly self-motivated</li> <li>- Ambitious, driven</li> <li>- Always gives 100%</li> </ul>	<ul style="list-style-type: none"> <li>- Well motivated</li> <li>- Enthusiastic, perseveres</li> <li>- Hard-working</li> </ul>	<ul style="list-style-type: none"> <li>- Willingness to improve</li> <li>- Applies effort</li> <li>- Usually works well</li> </ul>	<ul style="list-style-type: none"> <li>- Can be negative about learning</li> <li>- Inconsistent effort / work-rate</li> </ul>	<ul style="list-style-type: none"> <li>- Negative attitude</li> <li>- Does not try hard</li> </ul>
<b>FEEDBACK</b>	<ul style="list-style-type: none"> <li>- Actively seeks feedback and is resilient</li> <li>- Sees setbacks as opportunities to grow</li> </ul>	<ul style="list-style-type: none"> <li>- Always responds positively and fully to feedback</li> <li>- Consistently gets better by learning from mistakes</li> </ul>	<ul style="list-style-type: none"> <li>- Acts well on feedback during improvement phases</li> <li>- Uses feedback to improve and make progress</li> </ul>	<ul style="list-style-type: none"> <li>- Responses to feedback are half-hearted</li> <li>- Gives up too easily</li> </ul>	<ul style="list-style-type: none"> <li>- Does not respond to feedback</li> <li>- Does not demonstrate a desire to improve</li> </ul>
<b>BASICS</b>	<ul style="list-style-type: none"> <li>- Consistently follows the PRESENT rules</li> <li>- Demonstrates pride in everything they do</li> </ul>	<ul style="list-style-type: none"> <li>- Follows all the PRESENT rules</li> <li>- Takes pride in their work which is well presented</li> </ul>	<ul style="list-style-type: none"> <li>- Follows all the PRESENT rules</li> <li>- Usually takes pride in their work</li> </ul>	<ul style="list-style-type: none"> <li>- PRESENT rules and level of pride in work is inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>- Disregards the PRESENT rules</li> <li>- Work is untidy and disorganised</li> </ul>

## APPENDIX 1

### Non-Negotiables in every lesson



#### 1. Learning Outcomes / Success Criteria

- Learning outcomes and success criteria outlining the key `learning` (in terms of knowledge, understanding, skills and attitudes) must be made explicit and clearly displayed, with reference to AtL and growth mindset..
- These need to be referred to and opportunities for learners to engage with them must be provided.
- When another adult visits the classroom, the teacher must invite a student to stand and provide a brief explanation of the learning that is taking place in the lesson.

#### 2. Attitudes to Learning

- The Oaks Academy `Attitudes for Learning` must be clearly displayed in classrooms and form part of the planned learning outcomes for the lesson.
- Students should be able to articulate the key ATLs that they need to demonstrate in order to succeed in the lesson.

#### 3. Standards of Presentation

- High quality presentation of all work by all students using the PRESENT rules must be emphasised.
- Students must be prepared for learning by having all of their relevant equipment out on desks.
- Assessment stickers showing target grades and completed to the latest Tracking Point must be clearly visible on exercise books.

#### 4. Standard English and Oracy

- The use of Standard English must be emphasised and modelled.
- To develop their oracy, students must be asked to stand up when responding to a question or speaking in front of the class.

#### 5. Prepared for Learning

- All students should line up outside a classroom with all their equipment for learning out ready. This must be placed on their desk on entry and a bell task/starter given to them.

#### 6. Mint Class and Show My Homework

- Mint Class seating plans must be up-to-date and these must be used to inform planning for individuals and groups.
- Mint Class notes need to show the strategies that are being used to support students with additional needs and any in-class interventions for under-performing students.
- All homework activities must be set on Show My Homework.

- 7. Powerpoint presentations** - All presentations must have a pale blue or a cream background.