



# Teaching and Learning Policy

Oasis Academy Lister Park  
Bradford  
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# Oasis Teaching and Learning Policy

Outstanding teaching leads to outstanding learning. It stems from effective lesson design whatever the age of the learner, their level of ability, or the subject, skill or concept being learned.

*We are committed to the Oasis Charter and the values and beliefs expressed its ethos and outcomes:*

- We are motivated by the life, message and example of Jesus Christ
- Learning, achievement, personal fulfillment and good citizenship are at the heart of all that we do
- We want to serve our children, young people, families and local communities with love, optimism, enthusiasm and integrity.

*We aspire to the following in all our educational work:*

- That every person matters and we value everyone in the Oasis Academies
- We have a passion for learning and we want everyone to achieve their full, God-given potential
- We are committed to community development and will help to increase community cohesion, locally, nationally and globally.

*Our ethos will be to fulfil:*

- A passion to include everyone
- A desire to treat everyone equally, respecting differences
- A commitment to healthy and open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

## 1. Aims

- to ensure high quality teaching and learning experiences for Oasis Academy students of all abilities and aptitudes
- to provide a model framework for teaching and learning within which there is flexibility and scope for creativity
- to provide coherence of approach and consistency of expectation
- to make explicit the entitlement of all students
- to raise attainment by increasing levels of student motivation, participation and independence
- to promote reflection on, and sharing of, good practice
- to promote a shared understanding of how learning takes place
- to make explicit a baseline for monitoring and evaluating the teaching and learning that takes place
- to provide practical guidance and clear procedures
- to provide a focus for development
- to inform teachers, students, parents, governors and the wider community about the aims and processes of teaching and learning
- to identify specific areas of responsibility at a whole school, departmental and individual level

## 2. High quality learning is the result of all teachers:

- having a thorough knowledge of their students developed through strong teacher - student relationships
- having a firm belief that all students are capable of fulfilling their potential
- being able to assist all our students in fulfilling their God-given potential
- being capable of creating stimulating learning environments
- being able to deliver high quality lessons which are engaging, challenging and motivating
- being able to give high quality feedback to help improve outcomes
- being able to track student progress so as to produce immediate and appropriate intervention strategies.

### **3. Outstanding teaching occurs when teachers...**

- have high expectations of the effort that pupils should make and what they can achieve.
- enthuse, engage and motivate all pupils so that they learn and make progress.
- demonstrate expert and versatile subject knowledge.
- actively engage pupils in their learning so that they make their own meaning from it.
- make the learning challenging and well-paced by using stimulating activities.
- match the learning experience to a range of learning styles.
- develop students' learning skills so that their learning becomes increasingly independent.
- focus and structure teaching so that students are clear about what is to be learned, why and how it connects with what they know already.
- differentiate effectively to all students, especially those with disabilities or special educational needs.
- use assessment for learning techniques in order to maximise the quality of all learning experiences.
- reinforce the learning being developed and set targets for the future.
- create an environment that promotes learning in a settled and purposeful atmosphere.
- are mindful of the need for developing good literacy skills, especially reading, in different contexts and for different audiences and purposes.

### **4. To achieve this, Middle Leaders will be expected to:**

- implement the Academy programme for development, monitoring and evaluation within their subject areas.
- carry out regular formal and informal evaluation of staff in their subject area by using techniques such as learning walks, book trawls, observations etc. and giving feedback to staff including feedback in formal monitoring and review contexts.
- ensure all members of their subject areas maintain thorough records (which may be electronic) which are accessible to all relevant leaders.
- be accountable for the standards of learning and teaching within their subject areas.
- ensure that ICT is used appropriately to enhance pedagogy.
- lead their designated areas by example and set high standards that are sustainable.
- participate in appropriate CPD and disseminate information to staff efficiently, effectively and promptly.
- liaise with members of the academy Lead Practitioner Forum to enrich CPD opportunities and enhance the development of pedagogical understanding within the area.
- support professional development activities within their subject areas.
- ensure assessment procedures are secure and provide information to inform future planning.
- set priorities and targets for their subject areas with the context of the Academy improvement plan.
- have a clear overview of their area and have in place long, medium and short term plans which will provide a sound basis for the assessment of students and the evaluation of learning and teaching within subject areas (area development plan).
- ensure learning progression will be facilitated through detailed schemes of work that incorporate statutory provisions.
- regularly review schemes of work to ensure that the knowledge and skills are appropriate to each teaching group and relevant to changing times. In so doing, provide opportunities for both staff and students to develop their creativity through the learning programmes evident in the scheme of work.
- ensure that all teaching staff are participating in peer – and self – assessment observations organised by the area.
- organise moderation/standardisation activities to ensure standards of summative assessments are secure.

### **5. Classroom teachers will be expected to:**

- plan effectively and deliver lessons appropriate to the teaching group, ensuring they engage the interest of students, provide a suitable level of challenge and where relevant effectively deploy support

staff to enhance learning.

- ensure that planning includes pedagogical techniques deemed as effective by Academy based CPD to help break cognitive barriers to learning e.g. development of thinking skills, hypothesis based learning, literacy for learning, assessment for learning, speaking and listening etc.
- ensure students' work is marked, assessed and recorded promptly and provide guidance on how the learner can improve.
- monitor students' progress and maintain effective records. An electronic mark book may form an integral part of the tracking system to be maintained on the Academy network.
- create a secure, stimulating classroom climate that will motivate students to learn and to perform to the best of their ability.
- support students in their learning and help them become confident independent learners.
- use ICT selectively and appropriately to enhance the teaching process and motivate students towards positive attitudes to learning, enabling them to take more responsibility for their own learning.
- offer students opportunities to develop research and independent learning skills by designing engaging and varied home learning activities.
- make effective use of Academy VLE to support effective and appropriate home learning.
- take into account views of student focus groups when planning learning.
- take part in peer observations
- attend moderation/standardization activities to ensure summative assessment is secure.
- self-review to monitor individual progress towards targets.

#### **6. Support staff will be expected to:**

- work collaboratively with the class teacher(s) in planning for learning and teaching.
- adhere to the TDA standards in their performance management and have professional development targets set.
- support students in specific aspects of their learning as agreed with class teachers.
- support students who have a statutory entitlement.

#### **7. Students will be expected to:**

- attend lessons regularly and on time.
- behave in a mindful, appropriate and considerate manner which will be conducive to outstanding progress in learning.
- be well prepared for lessons with appropriate books, planner and equipment.
- aim to achieve challenging goals and meet targets and respect the rights of others to do the same.
- take responsibility for their own learning by asking for help when necessary, being clear about learning outcomes and what they have to do to improve their performance and being pro-active in using self- assessment techniques.
- meet deadlines for completing all tasks set and complete any home learning requested.
- prepare appropriately for each lesson and maintain high expectations of themselves.
- endeavour to become independent lifelong learners.

#### **8. Parents and Carers will be expected to:**

- work in partnership with the Academy in all aspects of their child's education.
- support Academy initiatives which involve collaborative working to raise student achievement.
- encourage and support their child to work to meet their potential
- monitor and encourage the completion of required home learning.
- ensure full attendance and punctuality.
- attend meetings with teachers and other school staff to discuss their child's progress

#### **9. We believe learning will most effectively take place when:**

- the environment is secure, stable and stimulating
- students' self-esteem is high

- students understand the purpose of the learning and see relevance to their own experience
- students understand the ways in which learning takes place
- the learning builds on prior knowledge and understanding
- success criteria are explicit and models are provided
- the learning is active and collaborative
- student questioning, reflection, and discussion are encouraged
- independent learning and thinking is facilitated and encouraged
- there are opportunities for creativity and utilising different learning styles
- students can self-assess, know what they need to do to improve and are able to set appropriate targets
- students have opportunities to transfer skills, knowledge and understanding to other contexts.

## 10. Assessment

‘ the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.’

(‘Assessment for Learning’ Reform Group - 2002)

*We believe assessment should:*

- be embedded in a model of teaching and learning of which it is an essential part
  - involve sharing learning goals and assessment criteria with students
  - aim to help students know and to recognise the standards they are aiming for
  - involve students in self- and peer-assessment
  - provide developmental feedback
  - be underpinned by a confidence that every student can improve
  - involve teacher and student reviewing and reflecting on assessment data
- (adapted from Paul Black and Dylan William, ‘Beyond the Black Box’ 2002)

*Methods to ensure this:*

- students receive regular developmental and motivational feedback in a variety of ways to enable them to progress
- feedback includes quality written comments which recognise the strengths of a piece of work and identify targets for improvement in a constructive, personalised way
- students are encouraged and able to act upon the advice they are given to improve their performance
- frequent opportunities are taken within lessons to provide immediate verbal feedback
- students are encouraged to judge the success of their own work and set themselves targets for their own improvement
- the language of subject progress is shared with students.
- students are made aware of the criteria for progression between levels or grades and are enabled to interpret these criteria in a meaningful way.
- students are encouraged to critically, but supportively, judge the performance of others within their group.
- levels of work are modeled through display and explanation
- within areas there are opportunities for marking to be standardised across a year group

## 11. Feedback

High quality feedback improves the self-motivation of students resulting in maximising their learning outcomes.

*Therefore we will ensure that:*

- accurate and thorough tracking of progress takes place, with the teacher regularly monitoring each student’s learning against expected outcomes and identifying the barriers to progress
- feedback is given with the goal of improving future performance
- feedback is specific and relevant to the work involved
- feedback is supportive and motivating for improvement

- written and oral feedback is always solution-focused,
- feedback is timely and honest
- feedback concentrates on developmental issues
- action orientated targets are set using outcomes, process and performance

## **12. Learning environment:**

*We believe that...*

- a stimulating learning environment engages and enthuses the learner to make better than expected progress.
- this occurs when the classroom has stimulating displays that promote the learner's interest in the subject
- displays contain guides as to how learners may make further progress and demonstrate examples of excellent work at different levels
- students learn best where the classroom environment is conducive to learning.
- teachers should consider the way in which furniture is organised for different activities and ensure that this supports learning.
- seating plans should be used to support the strategic placement of students to learn well.
- a classroom should be an exciting and motivating learning environment where students work and achievements are valued.
- the displays in the room should support the creation of a learning environment and act as a learning resource for students in the classroom.
- displays should depict 'high standards and expectations' and should support student learning e.g. literacy/ numeracy wall, assessment wall, recognising students' achievements, displays linked to what the students are learning which can be referred to as a teaching aid.
- high expectations should be set in the way students present themselves within the classroom.
- classrooms should be warm, secure and comfortable.

*Therefore we will ensure that...*

All classrooms are visually stimulating and designed to motivate learning and that displays:

- reflect the nature of the curriculum area and promote the learner's interest
- explain and exemplify progress
- show examples of outstanding work at different levels of progress
- contains motivational quotes to inspire learning
- demonstrates the high expectations of the Academy

## **13 Monitoring and Review**

This policy will be monitored and reviewed by Oasis Community Learning every two years.